

# Race: History, Biology, Psychology, Philosophy

## Final Project Assignment

This project is designed as a way for students to familiarize themselves with some basic elements of research guided by a subject matter and creative pursuit that best fits their interests and abilities. To that end, the project is open-ended in terms of topic and the final result is largely up to the student.

To counteract the vertigo that accompanies such freedom, we will devote time throughout the course to the development of each project, along with progress deadlines that will count toward the final grade. Based on each student's topic of interest, I will help figure out if it is a realistic project, and provide suggestions and resources for further exploration.

The nature of the research may involve:

- A focused study of a single topic, e.g.:
  - o The views of a prominent theorist or political figure
  - o Events in the history of a particular idea, theory, or movement
  - o An analysis of race relations within a particular area of activity
- A survey of a range of materials, e.g.:
  - o A review of racial bias in medicine
  - o A selective history of race-related uprisings
  - o A survey of major studies on the relation between race and some social factor
- An account or position taken up with regard to an ongoing debate, e.g.:
  - o When is it ethically permissible to borrow from another culture?
  - o Is race a useful concept in contemporary medicine?
  - o What is driving racial disparities in police violence?

The nature of the end result may be:

- A 10 minute podcast presenting, contextualizing, commenting, analyzing, or taking up a position on an interesting race-related event, idea, thinker, theory, or movement
- A video like the above (7-8 min).
- A short paper like the above (5-6 double-spaced pages).
- A concept map connecting the basic ideas of some thinker, theory, or movement.
- An appropriately-inspired musical, visual, or poetic work.
- A brief report of a project that is centered on a form of community engagement
- A structured (series of) interview(s) with some commentary or analysis
- Something else along these lines

All of these should be accompanied by a very brief document explaining how the sources were drawn upon.

*Collaboration is allowed, but I will ask to see signs that each group member is contributing their own work (say, with a project outline that divides up certain tasks) the end result should reflect the efforts of multiple people (a longer piece, broader or deeper coverage of a topic, etc).*

## PROJECT DEADLINES AND GRADING RUBRIC

### Due by end of Monday, 3/22: Brainstorming survey (2 points)

- Task: complete questionnaire in “Quizzes” to see what you may be interested in doing
- 2 total points for filling out the survey

### Due by end of Monday, 4/12: Project topic (5 points)

- Task: email me a document describing your project
- 5 points total for a project description, which should include...
  - o A working title/subject name
  - o A description of the topic you want to explore **(2 points)**
    - 50-100 words (1)
    - 100-250 words (2)
  - o At least two sources—on or off the syllabus—that you think will be useful in researching this topic and a very brief statement of each one’s relevance **(2 points)**
  - o A short account of the specific form the end result will take and a general idea of how this will be structured **(1 point)**

### Due by 5PM on Saturday, 5/1: Final project submission (18 points)

- Task: email me before the beginning of class with an easy-to-open file or link containing your final project
- 18 points total for a successfully completed project
  - o Project topic roughly matches that announced previously, unless otherwise discussed **(1 point)**
  - o Project is of adequate length/amount of content **(5 points)**
    - Some, but insufficient content (1)
      - A few pages or minutes of video; a very sparse concept map; 2-4 minutes of audio; a hastily-assembled artwork; an exceedingly simple, trivial, or poorly thought-out interview or community project; etc.
    - Moderate content, but below expectations (2-4)
      - A few pages or minutes short of expected length; a decent but still incomplete concept map; a decently-assembled artwork, but with signs of incompleteness; a decent interview, but lack of analysis or signs of it not being fully thought-out; etc.

- Sufficient content (5)
    - Length meets expectations; concept map is expansive; artwork requires care/effort in assembly; interview or project took effort to design...
- Project shows evidence of effort in its structure/design (**6 points**)
  - Some, but insufficient/sloppy structure (1-2)
    - No clear point/argument/overarching theme to presentation or paper; no clear sections or logic in order of presentation; difficult to follow map; artwork is difficult to identify as an embodiment of its purported theme; interview or project is poorly designed and executed; etc.
  - Moderate structure, but below expectations (3-5)
    - Point/argument/overarching theme is inconsistent or hard to detect in places; presentation is sectioned and ordered, but sometimes confusingly so; map is confusing or unclear in places; artwork bears some significance but connections are loose; etc.
  - Clear and coherent structure (6)
- Project shows evidence of research (**3 points**)
  - Very little evidence (1)
  - Good evidence, somewhat frequently cited (2-3)
  - Thorough and extensively-sourced evidence, frequently cited (4)
- Document describing the use of sources in the project (**3 points**)
  - At least three sources listed in a recognized bibliographic format
  - Relevance of each source is briefly explained, with reference to specific aspects of the end result (3)
    - Note: this explanation should be a bit more thorough in the case of an artistic project, community engagement, or interview (a decent paragraph each), and will factor into the 'evidence of historical research' grade