

Extra –credit writing assignment

"Write with your eyes like painters, with your ears like musicians, with your feet like dancers. You are the truthsayer with quill and torch. Write with your tongues of fire. Don't let the pen banish you from yourself. Don't let the ink coagulate in your pens. Don't let the censor snuff out the spark, nor the gags muffle your voice. Put your shit on the paper." ~ Gloria Anzaldua

For students wishing to apply their own **VOICE** and *creativity* to thinking sociologically about the race and ethnicity concepts we have explored over the course of the class. You may choose either option A or B below. 1) Construct and submit an outline/proposal in consultation with the instructor. 2) Submit final version (3 pages, typed, double-spaced, 12 pt font size, regular margins). Worth 10 points! Due Dec 8th by 5pm via email or campus mailbox. Most of all, ENJOY!

Option A: Apply the sociological perspective/"imagination" to a film, poem, song, rap, newspaper article that deals with race and/or ethnicity through relevant concepts examined in the texts and class discussion over the course of this class.

Suggestions: Crash, Rosewood, Jarhead, North Country, Norma Rae...even Gone with the Wind.

How is your summary and analysis structural, systematic and/or critical? What key sociological concepts are present in relationship to race and/or ethnicity? In your summary address: what, where, when, whom, and, of course, WHY???? (or as the case may be, why not???)

Option B: Describe the evolution of your own *sociological imagination*, or what C. Wright Mills's (1959) describes as a "*quality of mind*" in relationship to race and ethnicity discussed in the texts and class lectures.

Summarize the sociological perspective and highlight examples over the course of this class in your own life on the topic of race and/or ethnicity. Start by checking out Mill's book, *The Sociological Imagination*, (1959) from the library and read the first chapter.....