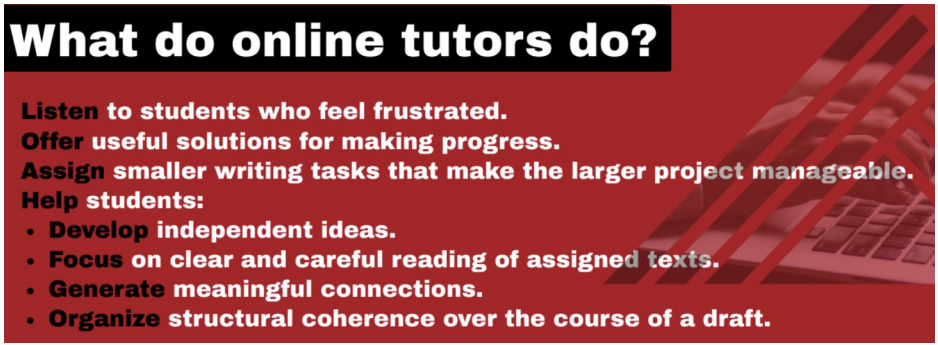
Approaches to the Analytic Essay

NOTES AND ANNOUNCEMENTS

Grammarly

Tutoring available

NOTES AND ANNOUNCEMENTS





BIOGRAPHIES OF HEGEMONY

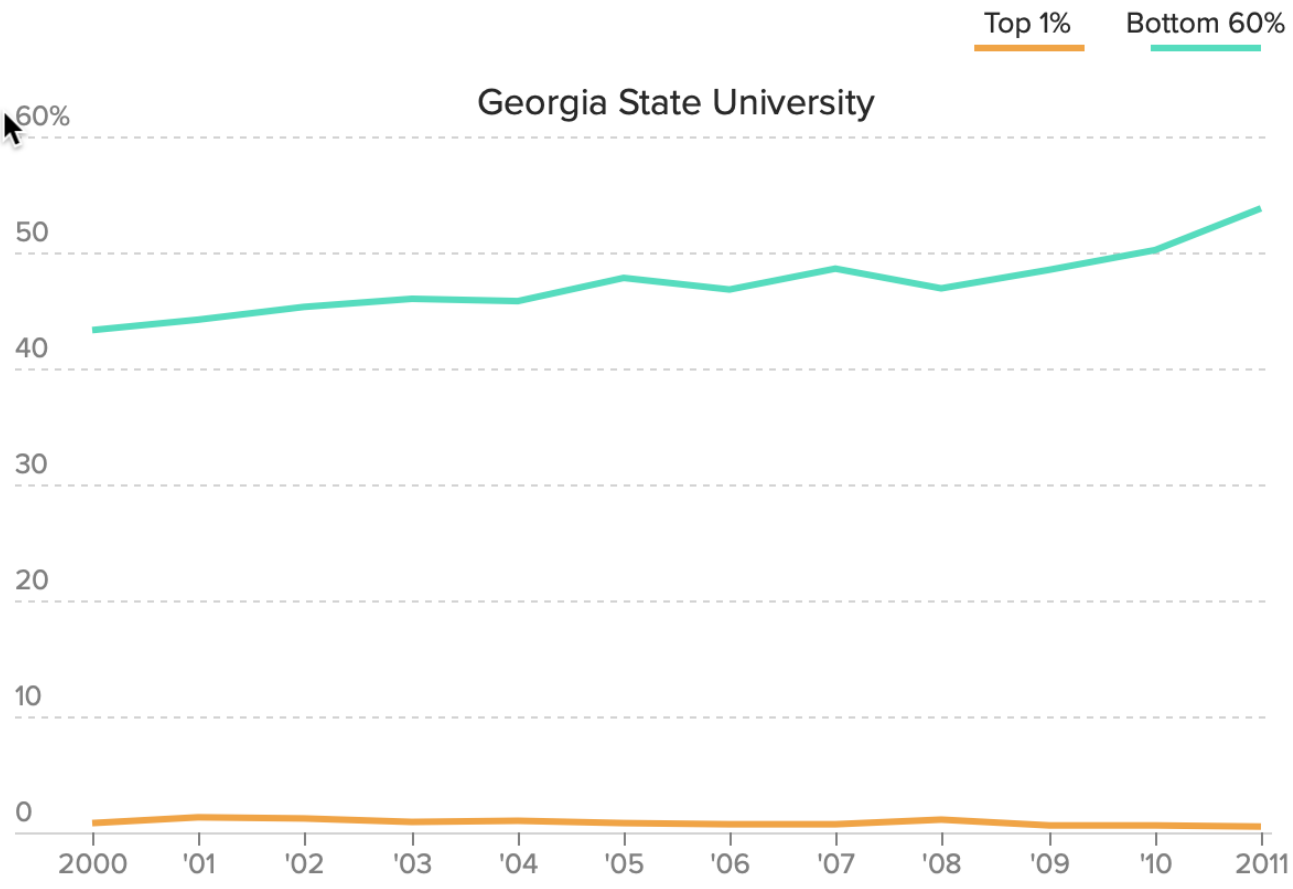
- Introduction
- Based on (limited by) personal experience

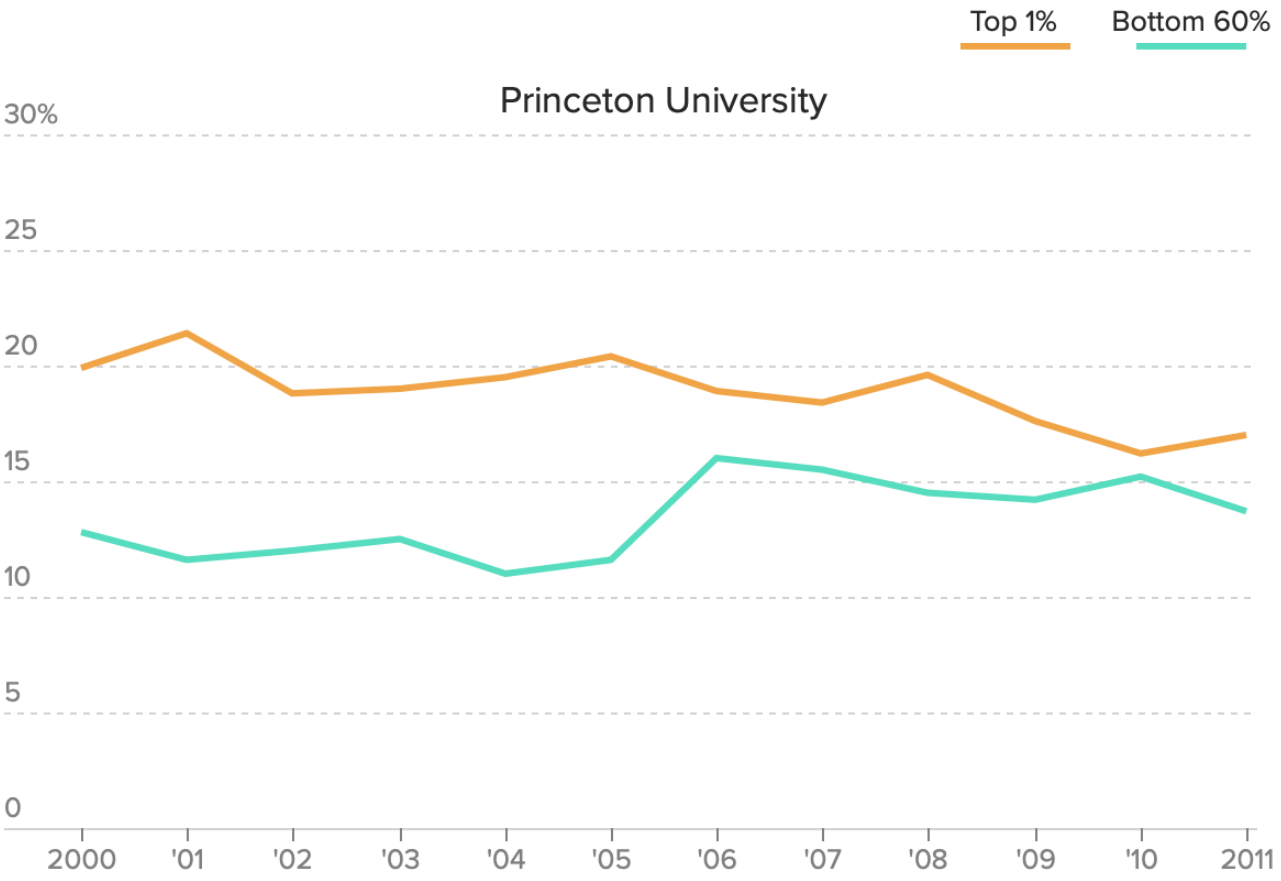
BIOGRAPHIES OF HEGEMONY

- Once upon a time… there were many different universities in the land, each one unique, with its own strengths
- But then came…
- Rankings!
- U.S. News rankings , 1983
- Politico article:
- “I think U.S. News has done more damage to the higher education marketplace than any single enterprise that’s out there,” said F. King Alexander, president of Louisiana State University.
- https://www.politico.com/interactives/2017/top-college-rankings-list-2017-us-news-investigation/

BIOGRAPHIES OF HEGEMONY

- “U.S. News creates the false impression that schools with the wealthiest students are, based on their criteria, the best.”


Top 1%
Bottom 60%
Georgia State University
60%
50
40
30
20
10
0
2000
'01
'02
'03
'04
'05
'06
'07
'08
'09
'10
2011


Top 1%
Bottom 60%
Princeton University
30%
25
20
15
10
5
0
2000
'01
'02
'03
'04
'05
'06
'07
'08
'09
'10
2011

SUPPLY AND DEMAND: IVY LEAGUE VS WALL STREET

- Because of the “brand” many people apply to the Ivy League: supply < demand
- Consequences - e.g. admission is random, everyone is entirely replaceable, elitism
- The opposite is true for Wall Street: supply > demand
- How can they lure new graduates?
- Through flattery and fostering insecurity

”MINDSET” BY CAROL DWECK

- https://www.amazon.com/Mindset-Psychology-Carol-S-Dweck/dp/0345472322

- Why the emphasis on “smartness”?
- ”Growth Mindset” Vs “Fixed Mindset”
- A Fixed Mindset generates insecurity and makes people more susceptible of manipulation

WHAT TO CONSIDER BEFORE OPENING THE PROMPT?

- Analytical, interpretive writing
  - The essay seeks your genuine critical engagement with the text. The goal is to offer ideas, suggestions, proposals about the question, using the text as evidence, not to arrive at cut-and-dry, non-negotiable "answers" to the question
  - Summary and paraphrase are a minimal, if nonexistent, part of the essay
- Revision-based writing
  - A rough draft is an opportunity to write your way through your preliminary thoughts. While you attempt to roughly structure the essay out, you're still developing the logic and evidence that will support your final draft.
- Drafting is key!
  - Before you take "pen to paper," consider allowing yourself to sit with your ideas. Block out some quiet time to reflect on the readings and the prompt question, without the pressure of writing anything down yet, or only sketching out rough notes. Allow your brain to think freely and creatively about possible approaches.

THE ANALYTIC ESSAY PROMPT

- Engages 2 or 3 essays
- Offers context and ends with a final prompt question
- Will always include “thought-provoker” questions-- ones that may help you begin an approach to the essay, but you should **not** plan to answer verbatim in the essay
- Provides logistic details as well
- Available as a .doc for you to download and annotate

ANALYTIC ESSAY 1

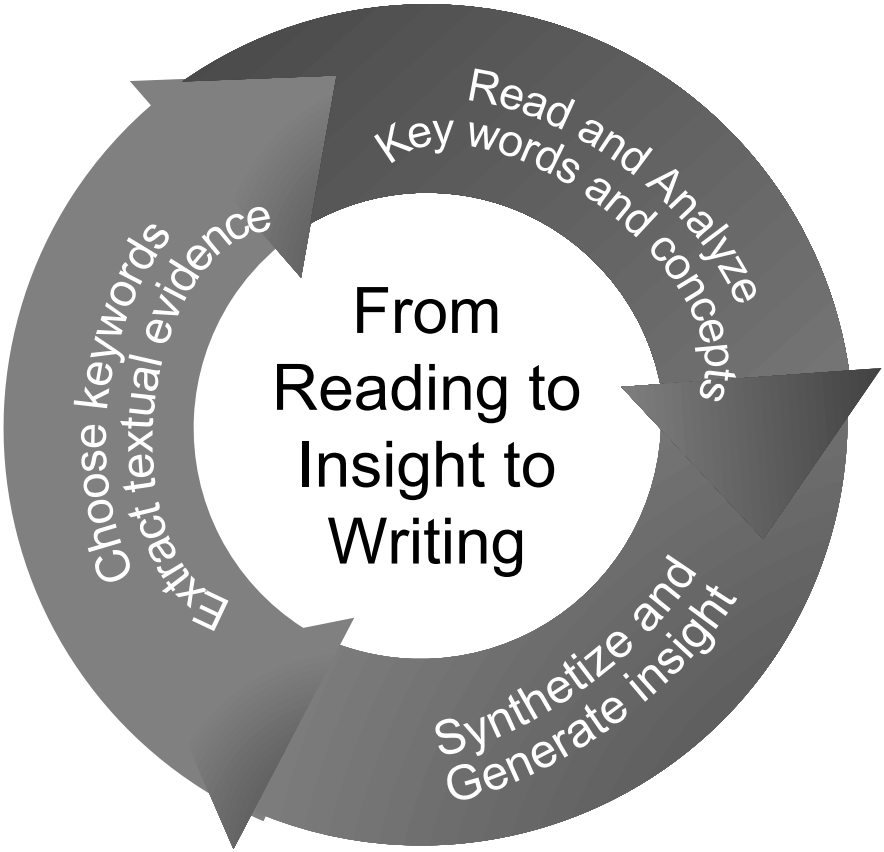
- Available on our Canvas site
- Note
  - Due dates
  - Word count
  - Submission details
- The question itself

- PROMPT
- Both Ho and Tolentino criticize the process by which some groups (college students in the case of Ho, most women in the case of Tolentino) strive for an ideal that's as indefinite as empty of real content. Ho describes how students are selected into Wall Street's entry ranks through a "credentialing process" that is critically bolstered by "image and performance". Students are lured into this process by the promise of a "privileged space" that they can continue to inhabit after graduation. This space, in turn, is defined through a branding process that frames what constitutes a successful career, or even, in most general terms, a "perfect life". Tolentino instead describes how an "ordinary woman" spends all her energies moving toward "the idealized image of her own self-image".
- **How can an emphasis on 'excellence' create cultures of hype and uniformity that smother individuality?**

- THOUGHT-PROVOKERS
- Below are some further questions that may be useful to consider in generating your argument. *Remember that you only need to address the above prompt in bold:*
- Consider the word “ideal” as both a noun and adjective. How is it defined, and how is it used by the authors? Does an ideal allow for a plurality of experiences or point of views?
- How would you define the “privileged space” touted by Wall Street bankers? Is it real, or is it a cultural representation? How is this cultural representation constructed?
- How could a place of learning, as Princeton or Harvard University, that should foster critical thinking, leave students susceptible to the manipulations enacted by the “cultural representation” of the “privileged space”?
- What are the hints that such space is really more akin “Darwinian fete”?
- Is optimizing our own life, as described by Tolentino, a way of creating a privileged, elite space within our private life?

HOW DO I BEGIN TO DRAFT MY ANALYTIC ESSAY?

- Close read the prompt itself
  - What key words are in the prompt? Do any repeat? Why might this be important?
  - What *exactly* is the prompt asking you to do? How do you know?
  - What thought-provoker questions interest you?
  - Where do you want to go first? Next?
- Review the close reading exercises, and small group activities assigned in class
- Use your TAE to see if any of your areas of interest carry over to the prompt
- And of course, read, and re-read, passages from the text that most interest you.
  - Allow yourself to think broadly and freely about a creative, interpretive response


From Reading to Insight to Writing
Read and Analyze Key words and concepts
Synthetize and Generate insight
Extract textual evidence Choose keywords

NOW WHAT?

It's time to get started! Review the essay prompt on your own, and then consider circling back to the "How do I begin to draft my Analytic Essay" slide in this presentation.

And remember, thinking and writing analytically takes time. Block out periods throughout this week that you will devote simply to thinking about and drafting this essay.

I'm looking forward to seeing your rough drafts! Please post to our "Class Help Discussion Board" or reach out directly with questions.

CLASS ACTIVITY : THE IMPORTANCE OF IDEA-RICH TEXTUAL EVIDENCE

- What makes evidence useful? An effectively selected quotation does conceptual work, which means that it contains ideas that help you approach your thesis. A less effectively selected quotation restates facts provided by the essay. Generally, these factual quotations set you up for summary, since they have already been discussed in detail by the original author.

CLASS ACTIVITY : SELECTING FACTUAL TEXTUAL EVIDENCE

- Factual evidence includes things like statistics, numbers, description, anecdotes, etc., and is the type of evidence used by the original authors to make *their* original points.
- Generally, factual evidence does not contain any argument because its role is to support the arguments made elsewhere. And, because there are no claims inherent in factual evidence, citing it sets you up to summarize the author's argument rather than arrive at one of your own.

CLASS ACTIVITY : SELECTING FACTUAL TEXTUAL EVIDENCE

- Keeping this in mind, provide quotations you believe represent factual evidence from each of our three texts, then answer the questions that follow for each of your examples:

- 1. What job does this quotation perform in the original text?
- 2. Does it contain any sense of argument to which you can respond?
- 3. How does this quotation help you relate to our prompt?
- 4. If you were to cite this moment in your essay, would it help you make a point that is different from the author's? If so, how?

CLASS ACTIVITY : SELECTING IDEA-RICH TEXTUAL EVIDENCE

- This type of evidence includes ideas rather than facts. It usually contains keywords that are important to the whole essay, and it almost always relates directly to your thesis/thesis statement.
- Conceptual evidence allows you to engage with the argument of the original author. Close reading then occurs when you pick out the language of their argument and come to a logical conclusion that supports your thesis.
- Therefore, using conceptual evidence puts you in direct conversation with the larger conceptual points of the original essay.

CLASS ACTIVITY : SELECTING IDEA-RICH TEXTUAL EVIDENCE

- Keeping this in mind, provide quotations you believe are rich in conceptual evidence from each of our two texts, then answer the questions that follow for each of your examples:

- 1. What major concept or idea does this quotation raise?
- 2. How might this major concept or idea prove useful to you?
- 3. In what ways does this quotation relate to our prompt?
- 4. How does this quotation help you answer our prompt?