

ELTU1002 English Communication for University Studies

Essay Proposal

(Word limit: 1050 +/- 10%, excluding reference list)

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Part 1. Topic & Audience Analyses and Essay Outline (not more than 750 words)

Topic: Institutional racism

Essay Title: Institutional racism in the United States: Why it lingers and its contemporary impacts on ethnic minorities

Commented [RG1]: Since your thesis statement and purpose of writing deal the reasons behind institutional racism, then your title should reflect that. (Also, "linger" is a bit colloquial; try "persist" instead.)

Pattern of Organisation: Cause and effect

Documentation Style (e.g. APA, Chicago, MLA): APA

Target Audiences:

- Policy-makers and government officials
- Members of the gGeneral public who are concerned about equality and social minorities

Information Collected to Help the Audience Understand the Topic:

- Relevant academic journals
- Relevant government authoritiesiesy and NGO reports
- Experiment reports of related studies

Essay Outline:

A. Introduction

Context & Background (in point form):

- Institutional/Systemic racism refers to discrimination that "is structured in the organisational culture, fabric and practices within institutions." (Patel, 2022), or in other words, it is discrimination that manifests at the societal level instead of from the actions of select individuals.

Commented [RG2]: First, with direct quotations, you must also include the page number. Second, this should be linked to the previous sentence, not the coming one, and the full stop/period should be placed after the last parenthesis.

- Although institutional racism exists in many countries, the primary focus of this essay would be on America since it most apparently exhibits this phenomenon among developed countries. Hence, terminology as “black” and “white” population should primarily refer to African-Americans and Caucasian Americans/Europeans, respectively.

Thesis Statement (in one complete sentence, in your own wording):

- This essay aims to analyse how institutional racism in the United States came to be originated, why it persists/lingers, and how it affects racial minorities’ social mobility.

Commented [RG3]: Avoid informal phrasal verbs when single-word verbs could suffice.

Purpose for Writing (in point form):

- To uncover the underlying reasons for institutional racism in America and how its prominence came to be
- To illustrate the impacts and severity of this issue
- To raise public awareness about the issue

B. Main Ideas by Key Paragraphs

MAIN IDEA #1

1st Topic Sentence:

- Historical ideologies of American racialisation influenced its institutionalisation in the form of policies with impacts echoing/continuing to this day.

Commented [RG4]: Since this first part is supposed to be about the origins of racism in the US, then you should not add the part about its impacts, as that will be dealt with later.

Commented [RG5]: This is redundant.

Elaboration:

- Seventeenth-century ideologies promoted social hierarchy based on race and biological characteristics (Patel, 2022).
- The devaluation of “inferior races” were/was justified by slavery and colonisation, which further consolidated discrimination into the social construct- (Patel, 2022).

Commented [RG6]: You have very little elaboration here compared to other sections such as Main Idea #3 below.

Commented [RG7]: Watch the subject-verb agreement errors.

Commented [RG8]: Put the full stop/period after the citation.

MAIN IDEA #2

2nd Topic Sentence:

- Institutional racism persists since in the US because there is little incentive to abolish discriminatory conventions beneficial to the dominant community.

Commented [RG9]: Good topic sentence.

Elaboration:

- Racism “[advances] the interests and privilege of dominant groups in society” by way of “material determinism” (Patel, 2022).
- The dominant race tends to protect its privileges to maintain the “racial order” (Bonilla-Silva, 2021).
- Cultural and societal values incline people not to deem high social mobility too desirable (Corak, 2013).
- Less than 1 percent% of top management of US government organisations are is comprised of non-whites (Powell & Butterfield, 1997), thus the voices of minorities are seldom reflected in policies.
- Few policies that significantly addressing inequality-related issues have arisenbeen instituted.

Commented [RG10]: Page number?

Commented [RG11]: Page number?

Commented [RG12]: Awkwardly phrased.

Commented [RG13]: This is better for formal writing.

Commented [RG14]: Again, watch the subject-verb agreement errors.

Commented [RG15]: This is a grammatical error known as a comma splice, which means that this part of the sentence is not properly connected to the previous part.

MAIN IDEA #3

3rd Topic Sentence:

- Segregation policies in housing and education have resulted in intergenerational gaps between American racial groups, even long after the policies had been abolished.

Elaboration:

- Housing areas were divided into sections (“redlining”) during suburban development to separate racial minorities from the rest of the population as a form of eugenics (Lovett, 2020).
- Housing agencies show that 11 percent% fewer housing units have gone to black house-buyers (The Urban Institute, 2013), since neighbourhoods with higher black populations show a lower gentrification rate, deterring other investors (Hwang & Sampson, 2014).
- 76 percent% of school segregation stems from neighbourhood segregation (Monarrez et al., 2020), thus transferring the disparities from residence to education.
- School segregation arises from parents being more inclined to choose schools with lower percentages of black students (Sikkink & Emerson, 2008), since they perceive schools with higher percentages of blacks as being of having lower quality (Goyette et al., 2012).
- Funding the advantaged tends to be a more worthwhile investment for the government, thus it spends less money on the disadvantaged than on other students (Corak, 2013). Predominantly non-white schools received 23 billion USD less funding despite serving the same number of students (Edbuild, 2019).
- Able teachers tend to only teach in advantaged (white) schools (Corak, 2013).
- Non-white students have a lower chance of pursuing higher education (Muller et al., 2010).

Commented [RG16]: This is also awkwardly phrased.

Commented [RG17]: Subject-verb agreement error.

Commented [RG18]: Comma splice error.

Commented [RG19]: When? You are using the past tense here, and so you need to include the year and/or date.

- Minority groups are marginalised even in higher education academics (Arday, 2020).

MAIN IDEA #4

4th Topic Sentence:

- Racial stereotypes and inequalities hinder the job opportunities and prospects of ethnic minorities in the US, thus lowering their social mobility.

Commented [RG20]: Good topic sentence.

Elaboration:

- Employers are prejudiced against offering interviews to applicants with names typically correlated with ethnic minorities; their education levels were are also less impactful on the employers' decisions (Bertrand & Mullainathan, 2003; Kline et al., 2021). Conversely, "whitening" resumes can augment ethnic minorities' chances of acquiring job offers (Kang et al., 2017).
- 99 percent% of black men have a significantly lower individual income than white men of the same income rank, with the disparity growing with the income level (Akee et al., 2019; Chetty et al., 2019).
- Government programmes tend to favour the advantaged, furthering the inequalities (Corak, 2013).
- The income mobility of black men has declined despite their educational mobility improving (Bloome & Western, 2011) since a significant amount of economic advantage and disadvantage is propagated intergenerationally (Corak, 2013).

Commented [RG21]: Do not move from present to past tense, or vice versa, within the same sentence or section.

Commented [RG22]: I am not sure what this means here.

C. Conclusion

Summary (in point form):

- Due to unequal policies, institutional racism lingers-persists long after its historical originsreasons ceased to exist.
- Institutional racism manifests itself in housing, education, and the labour market, which propagate intergenerationally.
- Inherited disadvantages significantly limit the opportunities of minority groups and hinder their social mobility.

Final Message (in point form):

- The government and companies should **conjure** solutions to address the underlying reasons for this issue.
- The **American** public should try to be more sensitive to this issue, acknowledge the **inherent advantages between the races** and eliminate the discrimination embedded in their culture.

Commented [RG23]: Use a different verb ("enact").

Word Count: 859 Words – template and citation words = 689 Words

Part 2. References**A. Lists of Sources**

Akee, R., Jones, M. R., & Porter, S. R. (2019). Race matters: Income shares, income inequality, and income mobility for all U.S. races. *Demography*, 56(3), 999-1021. doi:10.1007/s13524-019-00773-7

Arday, J. (2020). Race, education and Social Mobility: We all need to dream the same dream and want the same thing. *Educational Philosophy and Theory*, 53(3), 227–232. doi:10.1080/00131857.2020.1777642

Bertrand, M., & Mullainathan, S. (2003, July). **Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination.** doi:10.3386/w9873

Commented [RG24]: This is missing information on the working paper number and page numbers.

Bloome, D., & Western, B. (2011). Cohort change and racial differences in educational and income mobility. *Social Forces*, 90(2), 375–395. doi:10.1093/sf/sor002

Bonilla-Silva, E. (2021). **What makes systemic racism systemic? Sociological Inquiry.** Doi:10.1111/soin.12420

Commented [RG25]: This one is missing the volume number, issue number and page numbers.

Chetty, R., Hendren, N., Jones, M. R., & Porter, S. R. (2019). Race and Economic Opportunity in the United States: An intergenerational perspective. *The Quarterly Journal of Economics*, 135(2), 711-783. doi:10.1093/qje/qjz042

Corak, M. (2013). Income inequality, equality of opportunity, and intergenerational mobility. *Journal of Economic Perspectives*, 27(3), 79–102. doi:10.1257/jep.27.3.79

Edbuild. (2019, February). \$23 billion. **Retrieved March 6, 2022, from** <https://edbuild.org/content/23-billion/full-report.pdf>

Commented [RG26]: This is no longer necessary to include in the new APA formatting standards (APA 7th edition).

Goyette, K. A., Farrie, D., & Freely, J. (2012). This school's gone downhill. *Social Problems*, 59(2), 155-176. doi:10.1525/sp.2012.59.2.155

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- Hwang, J., & Sampson, R. J. (2014). Divergent Pathways of Gentrification: Racial Inequality and the Social Order of Renewal in Chicago Neighborhoods. *American Sociological Review*, 79(4), 726–751. doi:10.1177/0003122414535774
- Kang, S., DeCelles, K., Tilcsik, A., & Jun, S. (2017). Whitened résumés: Race and self-presentation in the Labor Market. <https://doi.org/10.31235/osf.io/6p2r4>
- Kline, P., Rose, E., & Walters, C. (2021, July). Institutional discrimination among large U.S. employers. doi:10.3386/w29053
- Lovett, Laura L. (2020, Spring/Summer). Eugenic Housing: Redlining, Reproductive Regulation, and Suburban Development in the United States. *WSQ: Women's Studies Quarterly*, 48(1&2), 67-83. doi:10.1353/wsqs.2020.0019
- Monarrez, T. (2020, April 11). Segregated neighborhoods, segregated schools? (E. Forney & A. Tilsley, Eds.). Retrieved March 6, 2022, from <https://www.urban.org/features/segregated-neighborhoods-segregated-schools>
- Muller, C., Riegle-Crumb, C., Schiller, K. S., Wilkinson, L., & Frank, K. A. (2010). Race and academic achievement in racially diverse high schools: Opportunity and stratification. *Teachers College Record: The Voice of Scholarship in Education* (1970), 112(4), 1038-1063. doi:10.1177/016146811011200406
- Patel, N. (2022). Dismantling the scaffolding of institutional racism and institutionalising anti-racism. *Journal of Family Therapy*, 44(1), 91–108. doi:10.1111/1467-6427.12367
- Powell, G. N., & Butterfield, D. A. (1997). Effect of race on promotions to Top Management in a federal department. *Academy of Management Journal*, 40(1), 112–128. doi:10.5465/257022
- Sikkink, D., & Emerson, M. O. (2008). School choice and racial segregation in US schools: The role of parents' education. *Ethnic and Racial Studies*, 31(2), 267–293. doi:10.1080/01419870701337650
- The Urban Institute. (2013). Housing Discrimination Against Racial [a](https://www.huduser.gov/portal/publications/fairhsg/hsg_discrimination_2012.html) And Ethnic Minorities 2012. Office of Policy Development and Research. https://www.huduser.gov/portal/publications/fairhsg/hsg_discrimination_2012.html

Commented [RG27]: Include the page numbers.

Commented [RG28]: This one is also missing information on the working paper number and page numbers.

B. Justification of Sources

(not more than 300 words in total for explanations)

Source 1

Patel, N. (2022) Dismantling the scaffolding of institutional racism and institutionalising anti-racism. *Journal of Family Therapy*, 44(1), 91–108. doi:10.1111/1467-6427.12367

Explanation

This research [article](#) suggested that various historical reasons [have](#) catalysed the institutionalisation of discrimination. ~~The article also~~ [spotlighted](#) the challenges, and gave suggestions to improve racial equity. The author noted that racism started back in the seventeenth century and had inspired discriminatory stigma and policies. It was also proposed that despite equality movements (e.g., the “Black Lives Matter” campaign) and increasing awareness, discrimination is so deeply rooted in ~~our~~ [American](#) culture that it inevitably influences our decisions. This ~~research article~~ is useful since it highlights [one](#) of the most significant reasons for the existence and propagation of institutional racism. (90 words)

Source 2

Corak, M. (2013). Income inequality, equality of opportunity, and intergenerational mobility. *Journal of Economic Perspectives*, 27(3), 79–102. <https://doi.org/10.1257/jep.27.3.79>

Explanation

This paper illustrated how inequality could lower social mobility by [being](#) propagated ~~ing~~ intergenerationally. The author listed social connections, job opportunities, genetic traits deemed favourable, and culture as important catalysts for the snowballing effect of disparity. ~~It~~ [Corak](#) also proposed that social mobility is seldom addressed due to those in positions of power (e.g., policy-makers) being among the beneficiaries of unequal policies, and the cultural values of some countries not regarding social mobility as ~~even~~ [being](#) desirable. ~~This study~~ [It](#) is useful since it displays [how](#) the many aspects of inequality create social immobility and [sheds](#) light on an often-overlooked reason for inequality and why it has lingered. (109 words)

Commented [RG29]: Remember to be consistent with verb tense within the same sentence.

Commented [RG30]: Again, avoid phrasal verbs in academic writing.

Source 3

Bertrand, M., & Mullainathan, S. (2003, July). Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination. doi:10.3386/w9873

Explanation

This experiment was conducted to investigate American companies' racial preferences of applicants and demonstrated that applications with typically "white" names received 50 [percent%](#) more call-backs for interviews than those with "black" names. The authors also reported that possessing more advanced education or experience yielded less significant improvements in "black" applicants, suggesting that the discrimination barrier was not merely [superficial](#)[related to educational level](#). This research illustrates [se](#) the racial bias employers possess and can act as supporting evidence for the difficulties [that](#) racial minorities face in the [American](#) labour market. (82 words)