

# Deconstructing a sample essay for cohesion (macro and micro structure)

**Task 1:** Read and analyse the prompt below. Identify the content, instruction, value and scoping words.

*Prompt: Many people consider the phenomenon of cultural appropriation to be problematic with critics pointing out that it typically involves members from one group of people exploiting the culture of another. Through this appropriation, the borrowing culture is said to demonstrate a lack of understanding towards the latter's history, experience and traditions, thereby robbing the members of that community of the respect they deserve. Examples of cultural appropriation include the unauthorized use of another culture's dance, dress, music, language, folklore, cuisine, medicine or symbols. In popular culture, artists such as Katy Perry, Madonna, Gwen Stefani and Miley Cyrus have each been accused of cultural appropriation through their music, resulting in the originating groups they borrowed from being negatively stereotyped.*

*Select one type of cultural appropriation and explain what, in your view, the problem is. Your topic should be narrowed down to a specific type and concern a specific community/country. Evaluate any current solutions that have been implemented to mitigate the problem you have identified and suggest a solution that might address the problem better.*

**Task 2:** From your prompt analysis, devise a likely plan for the essay.

**Task 3:** Skim the sample essay below and find the macro-theme and the hyper-themes. Analyse the linguistic features used that enable them to effectively structure the text.

**Task 4:** Guided Analysis

In paragraph 1 of the text, find the following:

- One lexical chain
- Underline the theme in each sentence and observe the thematic progression. Which patterns are used? Why?
- Two general nouns

**Task 5:** Group Text analysis

- In groups, you will be assigned ONE paragraph from the text above.
- Complete the analysis of your paragraph for all cohesive features seen in the tutorial (see at the end of the handout for the list of the features and the colour coding). The focus is not on right or wrong, but on looking at and making hypothesis about the choices made by the writer to convey meaning.
- Present your findings to the rest of the class

**Sample Essay:****Cultural Appropriation of the Maori Haka**

(Par.1) Cultural appropriation, as defined by Rogers (2006), refers to the usage of cultural elements by members of other cultural groups. One type of cultural appropriation is cultural exploitation, whereby a subordinated culture is being treated as a resource to be mined by a dominant culture group. Indeed, from retelling Canadian folklores (Bradley, 2007) to using Native Americans as college mascots (Black, 2002) and to the usage of black slangs in pop music (Marshall, 2014), most examples of cultural appropriation witnessed these days are cultural exploitation. To examine the implication of such a social issue, this essay will be using the aboriginal New Zealander's Ka Mate Haka as a case study. I will be discussing the negative economic and social consequences on the community due to this appropriation, examining the current solutions and suggesting other possible solutions.

(Par.2) Haka refers to a range of performances practiced by the aboriginal New Zealanders, the Maoris. The range of performance varies from dances to songs and to chants for different ceremonies (Gardiner, 2007). The specific haka

this essay discusses is the Ka Mate Haka, which is a haka composed by a Maori war leader, celebrating his escape from his pursuing enemies (Haka Ka Mate Attribution Act, 2014). This haka first gained international attention when the New Zealand National Rugby Union (NZRU) performed it before their matches during their 1888-1889 rugby tour (Mulholland, 2009). Ever since then, the NZRU performs this haka before the start of every match. This new-found fame has led to many instances of the Ka Mate Haka being appropriated. University of Arizona's football team, the Arizona Wildcats, mimics the Ka Mate Haka intermittently (Spears, 2015) and have even uploaded a "follow-along" video so that fans can perform together (Finley, 2012). Jefferson High School Football also performs a poor imitation of the haka; even after being perceived as taunts and receiving penalties (Parks, 2014). After being the main sponsor of the NZRU, Adidas has also been using haka as an inspiration and main theme for various of its advertisements and brandings (Jackson & Hokowhitu, 2002). These appropriations lead to two main negative consequences for the Maoris: firstly, poor imitations perpetuate the stereotype of the violent nature of Maoris and secondly, profits generated are not benefiting the Maori community.

(Par 3) Just as with many rituals, context is very important. The Ka Mate Haka, when taken out of context, is susceptible to the misconception of being violent due to its eye-rolling and tongue squirming actions (Gardiner, 2007; Keating, 2008). Coupled with poor imitations, it further removes the meaning of the haka. By portraying haka and Maoris as violent increases the propensity for the public to associate the Maoris to criminality. This has been suggested as a possibility for the high rates of Maori convictions (Fergusson, 2003; Lea &

Chambers, 2007). The commodification of the haka by big companies also do not benefit the Maoris financially. Adidas' sponsorship to the NZRU is estimated to be \$10 million a year (Paul, 2017). However, even being the originator of Adidas' main advertorial inspiration, the Maoris are not benefiting financially since they do not own the trademark to the haka. This is an ironic situation considering Maoris, the originators of the haka, are not receiving any compensation. They suffer from generally low socioeconomic standards, depressing living conditions, high poverty rates and faces discrimination in the work force (Robson & Harris, 2007). However, NZRU who serves as a broker selling the haka through advertorial campaigns with Adidas is earning millions.

(Par 4) Currently, the authorities have been reaching out to the relevant parties in the attempt to withdraw inappropriate haka usage. For example, Bass Breweries created an advertisement featuring a lady in bikini performing the Ka Mate Haka. After request from the New Zealand High Commission to withdraw the offensive advertisement, Bass Brewery complied (Perry, 2000). However, not every request has been complied with. In 2006, Fiat produced a commercial featuring a female performing the Ka Mate Haka, which is traditionally forbidden. Even after New Zealand Foreign Affairs Minister's request to either change to another haka designed for women or have the haka performed by a Maori group, the producers refused to change (Lai, 2010). This reflects the New Zealand government's inability in tackling this issue when on an international level.

(Par 5) The following are possible suggestions that could be implemented for the Maoris to aid them in both regulating inappropriate usage of the haka and

allowing them to reap the financial benefits. Firstly, a more transparent means for consultation of haka could be implemented to minimise instances of cultural appropriation. While Maoris are not averse to the external uses of Maori culture, they would prefer to be consulted before such usage. When Lego inappropriately used some Maori words for their Bionicle products, the Maoris responded that Lego could have consulted them so that the culturally inappropriate words could have been replaced, while still evoking the imagery that Lego was pursuing (Frankel, 2008). If a similar solution were to be established for haka, it would benefit both the Maoris and the users. The Maoris would be able to regulate the usage of haka in culturally appropriate settings and the users would have a more authentic representation of haka; not just the seemingly aggressive and uncouth front. Secondly, to enforce such consultation and for the Maoris to be able to reap the financial benefits of their culture, intellectual property rights of the haka could be granted to the Maoris. In fact, the Ngati Toa tribe of the Maoris have previously tried to trademark the Ka Mate Haka but the claim was overruled on the basis that the haka is widely recognised as representing New Zealand (Lai, 2010). By granting trademark rights to the Maoris, they can then regulate the use of the haka since they have control on who they license their trademark to. Financial gains from these licensing can also assist the Maoris with their financial plight.

(Par 6) In this age of globalisation, cultural sharing has become much easier. However, this has also given rise to cultural appropriation. In this essay, the detriments of appropriating the Ka Mate Hake from the Maoris has been discussed. For the Maoris, it does not appear that they are trying to prevent the

spread of their culture into the mainstream media. Instead, their goal is to prevent the further misconception of them caused by the appropriation of haka. Furthermore, the Maoris are also aware of the financial value of their cultural heritage. Coupled with their socio-economic issues, it would be reasonable for the Maoris to seek the monetary benefits.

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<p>To create texts that flow logically and that are easy for a reader to follow (coherence and cohesion)</p>	<p><b>Tool Kit #1 -Textual cohesion</b></p> <p>Macrotheme (Thesis statement)</p> <p>Hyper-themes (Topic Sentences)</p> <ul style="list-style-type: none"> <li>• <b>General nouns</b> problems, causes effect, impact, reasons, issue...</li> <li>• <b>Nominalisation</b></li> <li>• <b>Referencing pronouns and other words</b> shopping centres → they → such places</li> <li>• <b>Conjunction/linkers</b> however, as a result, Beyond...</li> </ul> <p>Thematic progression (information flow)</p> <p>A-B. B-C      A- B. A-C      A-B.B1-C.B2-D</p> <p>Cohesion at paragraph level :</p> <ul style="list-style-type: none"> <li>• <i>Lexical chains</i> Hong kong → the SAR → The territory → the city</li> <li>• Reference and Substitutions shopping centres → they → such places</li> <li>• <u>Lexical field/sets</u> (related words): computer components, printers, CPUs, memory chips, high tech equipment.</li> </ul>
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