Complete a 3-4 page essay answering the following question/prompt about Jackie Robinson’s 1972 autobiography, *I Never Had it Made*. The paper is due **Thursday, April 20**, at the beginning of class. I will provide formal, written comments on rough drafts submitted by Thursday, April 13. I will provide verbal and/or informal written comments at my office through Wednesday, April 19.

Read the following sources:

Jackie Robinson, *I Never Had it Made: An Autobiography*, with Introductions by Hank Aaron & Cornel West (1972; New York: Ecco/HarperCollins, 1995)

Joseph Locke & Benjamin Wright, “The Sixties” (Chapter 27), *The American Yawp:* <http://www.americanyawp.com/>

In the 1960s, African-American leaders like Martin Luther King Jr. and Malcolm X disagreed over whether African Americans should adopt an *integrationist* stance (*i.e.*, bringing white and black Americans together) or a *separatist* stance (also known as “black nationalism”). How did pioneer black baseball player Jackie Robinson navigate this divisive issue? Based on your reading of his 1972 memoir, did Robinson favor integration or separatism—or some other alternative? Within your analysis, be sure to discuss the rationale(s) that Robinson offered to support his position on black-white relations in this era of racial struggle. State a clear, focused thesis and support your argument with the strongest evidence and argumentation possible. Cite specific examples drawn from *I Never Had It Made*. Place your analysis within the appropriate historical context by citing *The American Yawp* or another appropriate scholarly (preferably print) source.

\*\* You are welcome to write on an alternate question, of your choosing, which analyzes Robinson’s 1972 autobiography in historical context. But if you choose to take this option, PLEASE consult with me at least several days in advance of the due date.\*\*

**Please remember:**

* Properly cite any material that is quoted, summarized, or paraphrased. Neglecting to cite your sources will *significantly* reduce your grade.
* Use MLA-style in-text citations. *Examples:* (Robinson 82).

 (Locke & Wright 27:VII).

* Include a Works Cited page
* State a thesis that explains your argument—note that restating the question or merely stating your topic is not the same thing as stating a thesis
* Each student must submit a unique paper based upon his or her own work
* See the “Academic Honesty” policy on the syllabus for information on plagiarism
* The paper should be appropriate length, typed, 12-point standard font, one-inch margins, stapled, double-spaced. It should include page numbers and an accurate, interesting title
* Your grade will be reduced if you do not follow the directions.

**Successful Paper Checklist: An “A” paper does all of these SUPERBLY; a B paper does most WELL; a C paper does most COMPETENTLY; a D paper misses many or does many of them POORLY; an F paper has FAILED to do most of these or has done them poorly.**

\_\_\_\_ Title that is reasonably original/creative and also RELEVANT to the topic and your argument

\_\_\_\_ Compelling yet brief introductory paragraph with a thesis that clearly answers the question/prompt

\_\_\_ Thesis statement does not just restate the topic or give vague notion of what the paper is about, but actually makes an assertive argument that clearly answers the question

\_\_\_\_ Supporting evidence (including quotations and paraphrases) drawn from Robinson’s book

\_\_\_\_ Original analysis/reasoning that accurately explains how the cited evidence supports the thesis

\_\_\_\_ Proper in-text MLA citations for all QUOTED, PARAPHRASED, and SUMMARIZED passages

\_\_\_\_ All citations include **author** (or brief title in cases with no identifiable author) and **page #**

\_\_\_\_ All quotations EXACTLY reproduced or (minimally) edited with brackets and/or ellipses points

\_\_\_\_ Properly cited discussion of the relevant historical context (e.g. history of civil rights era)

\_\_\_\_ Minimal Internet sources; any online sources used are scholarly (look for .edu) and properly cited

\_\_\_\_ No unsubstantiated opinions that are *ahistorical,* or irrelevant to answering the question posed

\_\_\_\_ Words “believe” and “feel” have not been used as synonyms for “assert,” “argue,” or “posit”

\_\_\_\_ Past tense (not present tense) used when writing about past events, individuals, or sources

\_\_\_\_ Proper grammar, usage, and syntax employed throughout the entire paper:

\_\_\_\_ All words and names properly spelled, no typographical errors

\_\_\_\_ All book/newspaper titles have been *Italicized*; article titles are in “Quotation Marks”

\_\_\_\_ No contractions (such as: can’t, won’t, didn’t, etc.). No run-on sentences or comma-splices.

\_\_\_\_ No slang terms, overly colloquial phrases, or inappropriate abbreviations

\_\_\_\_ *Passive* voice avoided as much as possible (use the *active* voice instead)

\_\_\_\_ Conclusion paragraph wraps up your argument without introducing new citations or arguments

\_\_\_\_ Works cited page: All sources cited in the paper should have a proper bibliographic entry

\_\_\_\_ Proper length (**full 3-4 pages** of writing, not including the works cited page)

\_\_\_\_ Format: typed, stapled, page numbers, one-inch margins, 12-point standard font, double-spaced

\_\_\_\_ If necessary, contact instructor with any questions regarding assignment or directions

\_\_\_\_ If applicable, please attach any drafts upon which you received comments from the instructor

\_\_\_\_ All words are either original or have been properly cited—*nothing* could be construed as plagiarism