

2017

**AP**<sup>®</sup> CollegeBoard

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# AP Research Academic Paper

## Sample Student Responses and Scoring Commentary

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**AP<sup>®</sup> RESEARCH 2017 SCORING GUIDELINES**  
**Performance Task Rubric: Academic Paper**

Content Area	Performance Levels		
<b>1 Understand and Analyze Context</b>	The paper identifies a broad topic of inquiry and/or a purpose.  2	The paper identifies a focused topic of inquiry and describes the purpose.  4	The paper explains the topic, purpose, and focus of the inquiry and why further investigation of the topic is needed by connecting it to the larger discipline, field, and/or scholarly community.  6
<b>2 Understand and Analyze Argument</b>	The paper identifies or cites previous scholarly works and/or summarizes a single perspective on the student’s topic of inquiry.  2	The paper summarizes, individually, previous scholarly works representing multiple perspectives about the student’s topic of inquiry.  4	The paper explains the relationships among multiple scholarly works representing multiple perspectives, describing the connection to the student’s topic of inquiry.  6
<b>3 Evaluate Sources and Evidence</b>	The paper uses sources/evidence that are unsubstantiated as relevant and/or credible for the purpose of the inquiry.  2	The paper uses credible and relevant sources/evidence suited to the purpose of the inquiry.  4	The paper explains the relevance and significance of the used sources/cited evidence by connecting them to the student’s topic of inquiry.  6
<b>4 Research Design</b>	The paper presents a summary of the approach, method, or process, but the summary is oversimplified.  3	The paper describes in detail a replicable approach, method, or process.  5	The paper provides a logical rationale for the research design by explaining the alignment between the chosen approach, method, or process and the research question/project goal.  7
<b>5 Establish Argument</b>	The paper presents an understanding, argument, or conclusion, but it is simplistic or inconsistent, and/or it provides unsupported or illogical links between the evidence and the claim(s).  3	The paper presents a new understanding, argument, or conclusion that the paper justifies by explaining the links between evidence and claims derived from the student’s research.  5	The paper presents a new understanding, argument, or conclusion that acknowledges and explains the limitations and implications in context.  7
<b>6 Select and Use Evidence</b>	Evidence is presented, but it is insufficient or sometimes inconsistent in supporting the paper’s conclusion or understanding.  2	The paper supports its conclusion by compiling relevant and sufficient evidence generated by the student’s research.  4	The paper demonstrates an effective argument through interpretation and synthesis of the evidence generated by the student’s research, while describing its relevance and significance.  6
<b>7 Engage Audience</b>	Organizational and design elements are present, but sometimes distract from communication or are superfluous.  1	Organizational and design elements convey the paper’s message.  2	Organizational and design elements engage the audience, effectively emphasize the paper’s message and demonstrate the credibility of the writer.  3
<b>8 Apply Conventions</b>	The paper cites and attributes the work of others, but does so inconsistently and/or incorrectly.  2	The paper consistently and accurately cites and attributes the work of others.  4	The paper effectively integrates the knowledge and ideas of others and consistently distinguishes between the student’s voice and that of others.  6
<b>9 Apply Conventions</b>	The paper’s use of grammar, style and mechanics convey the student’s ideas; however, errors interfere with communication.  1	The paper’s word choice and syntax adheres to established conventions of grammar, usage and mechanics. There may be some errors, but they do not interfere with the author’s meaning.  2	The paper’s word choice and syntax enhances communication through variety, emphasis, and precision.  3

**AP<sup>®</sup> RESEARCH 2017 SCORING GUIDELINES**  
**Performance Task Rubric: Academic Paper**

**NOTE:** To receive the highest performance level presumes that the student also achieved the preceding performance levels in that row.

**ADDITIONAL SCORES:** In addition to the scores represented on the rubric, readers can also assign scores of **0** (zero).

- A score of **0** is assigned to a single row of the rubric when the paper displays a below-minimum level of quality as identified in that row of the rubric.

# AP<sup>®</sup> RESEARCH 2017 SCORING COMMENTARY

## Academic Paper

### Overview

This performance task was intended to assess students' ability to conduct scholarly and responsible research and articulate an evidence-based argument that clearly communicates the conclusion, solution, or answer to their stated research question. More specifically, this performance task was intended to assess students' ability to:

- Generate a focused research question that is situated within or connected to a larger scholarly context or community;
- Explore relationships between and among multiple works representing multiple perspectives within the scholarly literature related to the topic of inquiry;
- Articulate what approach, method, or process they have chosen to use to address their research question, why they have chosen that approach to answering their question, and how they employed it;
- Develop and present their own argument, conclusion, or new understanding while acknowledging its limitations and discussing implications;
- Support their conclusion through the compilation, use, and synthesis of relevant and significant evidence generated by their research;
- Use organizational and design elements to effectively convey the paper's message;
- Consistently and accurately cite, attribute, and integrate the knowledge and work of others, while distinguishing between the student's voice and that of others;
- Generate a paper in which word choice and syntax enhance communication by adhering to established conventions of grammar, usage, and mechanics.

Has ethnic stereotyping in Disney feature films decreased over time?

Word Count: 4,095

## ABSTRACT

The film *Song of the South* has been banned from public viewing after facing mass criticism because of its racial stereotyping of characters. *Pocahontas* has also faced criticism for its racial stereotypes, but not to the extent as *Song of the South*. *Princess and the Frog* and *Moana* are different in that Disney seems to have stopped their negative racial depictions of characters and began to embrace different races in their movies. I will do a hermeneutic study of race in the Disney animated films *Song of the South*, *Pocahontas*, *Princess and the frog*, and *Moana* using a qualitative method.

## INTRODUCTION

Ethnic stereotyping in Disney animated feature films has been receiving major criticism by people all across the United States since the early twentieth century (Best). This led to the research question: Has ethnic stereotyping in Disney feature films decreased over time? Recently, Disney has been making attempts to reverse their negative connotations of race and have been focusing more on appreciation for different ethnicities (Gregory) This paper will analyze four Disney animated feature films in order to prove or disprove the hypothesis that Disney animated feature films have in fact been making a progressive effort over time to eliminate ethnic stereotyping in their feature films. Ethnic stereotyping is defined as a system of beliefs about typical characteristics of members of a given ethnic group or nationality, their status, society and cultural norms ("Ethnic stereotype"). Not only is ethnic stereotyping a demeaning action to take against someone, but it can affect the way people view a film, as well

as the people around them. This paper holds a great importance because Disney animated feature films are well known to families across the United States and often come up in many scenarios in life.

### Literature Review

In order to narrow down what films should be studied, research was done to see which Disney animated feature films received a large amount of both negative and positive attention. Using the films *Song of the South*, *Pocahontas*, *Princess and the Frog*, and *Moana*, ethnic stereotypes shown in the films will be analyzed. *Song of the South* is one of the films that meets this criteria. *Song of the South*, a film from 1946, is a film that was so offensive to African Americans that the company cut it from being available to any American audience ("Reassuring Convergence"). Being that such an extensive action was taken on a children's film, it is apparent why it would be an effective film to use in this study. Just recently, Disney released a new animated feature film called *Moana*, which takes place in the vibrant Pacific Islands. The addition of the 2016 Disney Animated Feature Film *Moana* was made to make certain that the research paper is original. In this story, A Hawaiian girl named Moana is the main focus, surrounded by her Hawaiian friends and family. The film's focus is on Polynesian mythology, and rather than the filmmakers adding discriminatory scenes against the mythology, they embrace it and base the entire plot of the story off of it ("Plot Summary."). Like *Princess and the Frog*, *Moana* illustrates an idea of acceptance of different cultures, rather than degrading them. This shows that the presence of racial stereotyping in Disney animated feature films has declined over time. In contrast, Disney critics believe that although Disney makes it seem as though they are attempting to stop their ethnic stereotyping, they are not doing a good or complete job.

*Princess and the Frog* was a highly anticipated film at the time of its release because of the fact that Tiana was the first African American Princess (Breux 400). Although Disney knew they had a large reputation to live up to when creating this movie, some journalists do not believe they successfully created a film that does not touch upon ethnic stereotypes and does not completely glorify the creation of an African American princess. According to Richard M. Breux, "The mammy, maid and the washerwoman were the most potentially relevant and damaging to the *Princess and the Frog*. Stereotypically racist and sexist images in animated films are as old as animated film itself" (Breux 407). This shows that although Disney knew they had a reputation to fill when dealing with an African American princess, they still included details into the film that would suggest ethnic stereotypes were present in creating the film. While there have been papers addressing the ethnic stereotyping in said films, there is missing research regarding the connection of these four specific films. A journal written by Esther Terry called, "Rural as Racialized Plantation vs Rural as Modern Reconnection: Blackness and Agency in Disney's *Song of the South* and *The Princess and the Frog*" correlates strongly with the topic of this paper. It compares the films *Song of the South* and *Princess and the Frog* by explaining the difference between the two films in the way they handle African American leads. This analysis is useful when talking about the differences between ethnic stereotyping in Disney films in the time since Disney was first created to now. A journal written by Thomas M. Inge called "Walt Disney's *Song Of The South* And The Politics Of Animation" is helpful in explaining the film *Song of the South* in depth, and gives a point of view that defends *Song of the South* for its ethnic stereotyping. The article says that at the time of the release of *Song of the South*, knowledge of the South was not very broad. This gives a different perspective to the paper by creating the



question that maybe the ethnic stereotyping in *Song of the South* was present only because of lack of knowledge. For example, the quote, “In fairness to Disney, it should be noted that his understanding of the Old South, as shaped by popular culture, was not terribly different from what was being taught in the nation's colleges and universities at the time”, (Inge 220) shows that the ethnic stereotyping in Disney films was not something uncommonly seen by people at the time. As historian David Brion Davis noted, upon accepting the 2004 Bruce Catton Prize from the Society of American Historians for his distinguished contributions to the field, "As a college undergraduate in the 1940s I was taught the 'moonlight and magnolias' mythology of slavery” to show that the intentions for *Song of the South* were not harmful, but they simply did not know much more about the South. This source also gives a detailed background history of the film *Song of the South* which is very useful for the analysis of the film. Since *Song of the South* has proven to show extreme indications of ethnic stereotyping, the inclusion of this film helps in backing up the point that Disney animated feature films have had a history of ethnically stereotyping their characters. Strong background information on the films will be very helpful in shaping the paper and giving the reader what they may need to fully understand the impact the discrimination in the film made. It is important to address the problem of ethnic stereotyping in Disney media because of the negative effects it could have on the way young children perceive different races.

## 2. Methodology

This goal of this paper is to identify the hypothesis that Disney Animated Feature films have in fact been making a progressive effort over time to eliminate ethnic stereotyping in their feature

films. The lens this paper will be based on is a sociology lens and it will be applied to the perspectives throughout the paper. The term sociology is defined as, “the science of society, social institutions, and social relationships; *specifically* : the systematic study of the development, structure, interaction, and collective behavior of organized groups of human beings” (Sociology). A hermeneutic study of ethnic stereotyping in Disney films using a qualitative analysis will be performed in order to find analogous research to collect data. Using the four Disney Animated Feature films *Song of the South*, *Pocahontas*, *Princess and the Frog*, and *Moana* as the focal points of the study, ethnic stereotypes shown in the films will be analyzed. These films were chosen based on the different ethnicities that the characters in the films portrayed. These films were also chosen because of their split up time frame, specifically from 1946 to 2016. This factor of the chosen films helps when looking for a difference in ethnic stereotyping over a long period of time. Compared to other Disney feature films, the films that were chosen work best to show whether or not stereotyping has decreased because the films chosen are popular films that include very historically different ethnicities such as African American, Native American, and Hawaiian.

The qualitative research will be done by using a rubric to classify the areas of ethnic stereotyping that is being looked at. The first section of the rubric addresses the language and thoughts of the characters in the film and whether or not these aspects are used to make a character seem less educated than another. Including how the ethnic characters speak in the rubric is used as a way to measure the ethnic stereotyping that is

in the film. To record this information, scenes and words that were clearly used to degrade the character in the film were recorded. Often times during the films, these scenes and words are used to add humor to the moment, making it obvious that these degrading scenes were not accidental.

The second section of the rubric addresses the way the white people in the film degrade the colored people by the way they speak and think of them. This information was recorded by taking down all words or phrases that were used by a white character that would be demeaning to the person they aimed it towards. Demeaning is defined as causing someone to become or feel less respected (Demeaning). Once all the words and phrases are taken down they are analyzed and applied to the rubric in order to help measure the stereotyping made in the film.

### 3. Data Analysis

#### Song of the South

The film song of the south immediately shows the stereotype that African Americans speak in a less educated manner compared to white people. This factor that comes into play that the very beginning quickly gives the film a negative feel. Immediately after the prologue, there is a line from Uncle Remus that reads, "Yes suh... Dey's udder ways O' learnin' 'bout de behind feet of a mule den gettin' kicked by 'em. Sure as I'm named Remus. An' Jes' cause dese yer tales is 'bout critters like Brer Rabbit an' Brer Fox, dat don' mean dey ain't de same like kin

happen to folks, so dem what can't learn from a tale 'bout critters, jes' ain't got dey ears tuned for lis'nin" (Rapf). Uncle Remus is a former slave and given that this is his background, the assumption could be made that he speaks this way because of his inability to receive education because of his skin color. In the following scene, Johnny, Tempy, John and Sally are in a carriage on the way to Johnny's grandmother's plantation. He questions why she can't just visit them like she had done before and asks if she's mad at them. Johnny continues to ask his mom and dad, "Are you guys mad at each other too?", his mother replies "Why no, dear. Of course not". (Rapf) In an attempt to stop the tension, Aunt Tempy, a black servant exclaims, "Gracious goodness, Johnny... We's almost dar! Lissen! You ain't never heer'd no frogs like dem in Atlanta" (Rapf). This scene gives a clear image of how important the use of language is in this film. By making the lead white characters speak proper english and the black characters speak incorrectly, the white characters are given a superior role over the black characters, showing a higher intelligence. The comparison between the way Tempy speaks versus the way they speak is very strong. In the film, Johnny's mother increasingly overtime begins to dislike Remus for the stories he is constantly telling Johnny and Ginny. She believes that his stories are getting to Johnny, and she tells him to stop. This proves that Johnny's mother is apprehensive about Johnny being close to Remus. After analyzing the film, it was obvious why the film was banned from public viewing, as from the beginning to the end, it follows the stereotypical characters traits given to African Americans at the time of the release. These traits are lack of education and the way white people regard them as help rather than friends.

## Pocahontas

The film *Pocahontas* begins with a song called “The Virginia company” which provides a historical background to the basis of the film. The film immediately shows signs of ethnic stereotyping. In the scene starting at 04:44, Thomas, John Smith’s best-friend, when expressing his excitement for his venture to the New World declares that, “I’m gonna get a pile of gold, a brand new house, and if any Indian tries to stop me, I’ll blast em” (*Pocahontas*). John Smith continues to say, “leave the savages to me”. When asked if the “savages” will give them much trouble, the Governor replies with, “Not as much trouble as Smith will give them”, from 05:00 to 05:07 (*Pocahontas*). The term “savage” and “savages” is used seven times throughout the movie to describe the Native Americans. Coined by the French colonists after discovering the Native Americans of North America, the term savage is used to describe a person or people who are uncivilized and do not adhere to the French ways of life and culture (Rourke). The use of the term savage in this way explicitly shows that racism exists in the characters. In the film, many other offensive names are given to Native Americans. These names include “filthy heathens”, “filthy beasts”, “red skinned”, “peasants”, “thieves”, and “uncivilized” (*Pocahontas*). In a song called “Savages” sung by the governor, the lyrics read,

“What can you expect  
From filthy little heathens?  
Here's what you get when races are diverse  
Their skin's a hellish red  
They're only good when dead  
They're vermin, as I said  
And worse” (“Savages Lyrics from Disney's *Pocahontas*.”)

The vulgar lyrics of this song show that ethnic stereotypes still exist in Disney films. Throughout the movie, there are many indications that would suggest that Native Americans lack the intelligence that the colonists hold. One example of this is at 18:05 when Grandmother Willow is singing to Pocahontas about following her path to where she is meant to be and Pocahontas sees the sails of the incoming colonists ships, confusing them with “weird clouds” (*Pocahontas*). Another indication of this is at 47:41 when John Smith tries to explain gold to Pocahontas, describing it as a golden color that grows from under the ground, she lifts up a stalk of corn, asking if it was the gold he’s speaking of (*Pocahontas*). The implication of uneducatedness is a common theme in films when trying to suggest the dominance of one race over another (Brown). These occurrences in the movie are looked at as racist depictions of Native Americans, but when looked at in a different perspective, it can become obvious that the racism shown in the movie is strictly storytelling. Not to purposefully discriminate against Native Americans, but to show the truth of the intentions of the Europeans when they came to the new world. This view is expressed in the article “Redesigning Pocahontas: Disney, the “White Man's Indian,” and the Marketing of Dreams” where the author states that because of previous backlash about ethnic stereotyping in Disney films, the creators of *Pocahontas* were very careful in their depiction of Pocahontas and the other Native American characters in the films. Furthermore, in the 90’s, Disney had began to make an effort to stop ethnically stereotyping their characters and started to embrace cultural differences.

## The Princess and the Frog

*The Princess and the Frog* begins with two little girls, one of the girls are black (Tiana), the other is white (Charlotte Labouff), and they are shown to be best friends. While this interracial friendship suggests a good first sign of equality, the following scene challenges that suggestion. On Tiana’s way home from Charlotte’s house, she longingly looks at the large mansions, one owned by her friend Charlotte, and the rest owned by wealthy white people, until



she arrives home to her much smaller home, surrounded by raggedy homes owned by black people (*The Princesses and the Frog*). This scene from 03:42 to 03:51 puts forth the stereotype of black people living in poor, ragged communities and white people living in lavish mansions proving their wealth. Tiana and her father’s dream is to have their own restaurant called “Tiana’s Place” in an old mill, but when her father dies, it is up to her to raise the money from waitressing to buy the space. Once Tiana finally raises enough money, she is told by the Fenner brothers, real estate agents, at the Labouff party that a man made a higher bid and, “A little woman of her... background would have had her hand full” if she had gotten the place (*The Princess and the Frog*). This statement at 24:41 to 24:43 makes it obvious that a man did not actually buy the old mill, but that they just do not want a woman of color to buy the space. While the film emphasizes

an acceptance of interracial relationships and friendships, the film still received harsh criticism over the fact that the prince is not in fact black, he is from a made up country called Maldonia, and seems to be of European descent. Some of the backlash to this European prince has said that, “Disney obviously doesn’t think a black man is worthy of the title of prince,” and that, “Disney should be ashamed” for not including a black prince in the story (Barnes). While the film does do



a good job in making interracial relationships a positive part of the film, it is questionable why exactly the prince was not black. Another aspect of the film is the language and how it is used to depict the characters in the town as less educated. Their vocabulary consists of words such as “Dat”, “Ain’t”, “Y’all”, “Lawdy” and “Gon’”, which all show lack of education. With the setting in New Orleans, being a majority black state, this connotation leads towards the ethnic stereotype that black people are less educated than white people (Fussell). While these negative stereotypes do exist in the film, the overall feel of the film is positive. It’s point was to create an African American princess who is strong, independent, and is able to find her way through all the conflicts in the story without losing hope. Although being a frog for a majority of the movie erased her skin color to the eye, the authors casted a black woman with the purpose letting her



voice remind you that she was in fact an african american (Terry). It is because of this that it is obvious that Disney made an attempt to embrace African American culture rather than discriminate it in this film.

## Moana

The film *Moana* begins with a story about a Man named Maui who stole the heart of Te Fiti, the creator life, and from then, the Earth began to deteriorate (Moana). The lifestyle of the people in this film is completely island based, which creates a relaxed feeling for the viewer. It is obvious from the start of the film that it has no intention to portray ethnic stereotypes, but to vividly show the lifestyle of Hawaiian peoples. Mystical creatures, spirits, and demigods are all used to show parts of Hawaiian culture and beliefs, without any negative connotations that would suggest that they are subordinate to any other race. Along with the major focus on mythology, there is an emphasis on showing true Hawaiian culture. This includes the constant talk of coconuts being the source of all good and the women making their baskets from palms (Moana). The inclusion of these factors help the audience to understand the lifestyle better, which makes for a greater understanding of the movie as it goes on. There is also no sign of the writers including scenes or lines that would suggest a lack of education in any of the characters. The film actually intends to poke fun of prior Disney movies, when on a small sailboat to restore the heart of Te Fiti, Maui says to Moana, “If you start singing I’m going to throw up” (Moana). This ability to poke fun at Disney films shows the amount of progression Disney has gone through since the 1920’s. The creation of *Moana* was a big step in the right direction for Disney. The happy feeling the movie gives off from start to finish, expressing a society that is between a

utopia and a dystopia, that is obviously not perfect in any way but still manages to keep all the inhabitants happy and friendly with each other, clearly shows that Disney had no intention to stereotype these characters, therefore, Disney has, over time, stopped the ethnic stereotyping in their films.

#### 4. Conclusion

In conclusion, from the year 1926 to 2016, Disney has changed the way it treats different ethnicities in its animated feature films. Disney has proved that they are capable of putting ethnic differences aside and making a film that embraces all the different cultures of the world. The films studied in this paper all extensively helped in finding this conclusion, as they were the perfect mixture of cultures to show a progression over time. The ethnicities represented in these four films have all faced criticism and demeaning nature in the past, and seeing that Disney has realized it and attempted to put a stop to it is a step in the right direction. It is because of this that ethnic stereotyping could be removed from all future Disney films, along with other studio films as well. This does not mean, however, that audiences should not be looking out sign signs of ethnic stereotyping in the future. While *Moana* seemed to be clear of any sign of stereotyping, *Princess and the Frog* was not completely clear of it, and did cause questioning and controversy mainly among the black community (Barnes). This could potentially be a problem, considering there is only a seven year difference between the two movies, and because ethnic stereotyping still exists today. It is uncertain whether or not the avoidance of stereotyping in *Moana* was intentional on Disney's part or if it was just so happened to be written the way people wanted to see it. It is because of this that skepticism still exists in the film industry even after all these years

of recognising that ethnic stereotyping is not right. While skepticism may be present, the research that was done concludes that the hypothesis was correct in that

## 5. Limitations and implications

A limitation to this paper is that because the film *Moana* is so new, there are not many studies on the race aspects of the film. This limitation made it difficult provide credible sources and evidence from scholarly databases. A second limitation is the wide variety of opinions many people have on the topic of ethnic stereotyping. This opinions can come from a person's background, education on the topic of race or film, as well as personal experiences facing ethnic stereotyping. Since various opinions exist, a person could watch the same four movies can think that they all display extreme racism, or that they don't show any at all. This limits how credible this paper could be seen in the eyes of many different people. This study opens doors for researchers in the future by questioning whether or not Disney is actually making an effort to put an end to racial stereotyping in their films. A possible way to go about a secondary study could be to interview a writer for Disney Animation Studios, and question their methods for writing movies while facing the fragile topic of race. Using this paper, a researcher could go further in depth in the four films, and study the symbolism beneath some of the main characters, and objects for example, Pocahontas's necklace, The heart of Te Fiti, the mill used for Tiana's place, and the plantation at Johnny's grandma's house. Understanding the symbolisation in these films as well as understanding how ethnicities are treated can lead to a deeper and more complex understand of the true meaning because these films. This paper also gives a basis of what other researchers can do to compare features of a film that are controversial. Due to the fact that young

children are introduced to these films so early in their life, they pick up on the lessons being taught in the films easily, and it often sticks with them. A teacher could take what has been researched in this paper and imply in her lesson that Disney films are beginning to accept all ethnicities and that we should too.

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# AP<sup>®</sup> RESEARCH 2017 SCORING COMMENTARY

## Academic Paper

### Sample: F

- 1 Understand and Analyze Context Score:** 4
- 2 Understand and Analyze Argument Score:** 4
- 3 Evaluate Sources and Evidence Score:** 4
- 4 Research Design Score:** 3
- 5 Establish Argument Score:** 3
- 6 Select and Use Evidence Score:** 4
- 7 Engage Audience Score:** 2
- 8 Apply Conventions Score:** 2
- 9 Apply Conventions Score:** 2

### MEDIUM SAMPLE RESPONSE

Has Ethnic Stereotyping in Disney feature films decreased over time?

#### **Content Area: Understand and Analyze Context — Row 1**

The response earned 4 points for this row because the paper does identify a focused and sufficiently narrowed topic of inquiry and a clear research question (see page 2, paragraph 2: "Has ethnic stereotyping in Disney feature films decreased over time?"). The paper also makes an effort to identify a gap in the literature (suggesting on page 4, paragraph 1 that "...there is missing research regarding the connection of [the] four specific films") that the paper then investigates. The response did not earn 2 points because the student's topic and purpose are narrow enough to be addressed within a research paper of this nature. The response did not earn 6 points because the paper fails to make a compelling connection between this inquiry and a larger field of research, i.e. popular culture and film studies' on-going analyses of racial and gender stereotyping.

#### **Content Area: Understand and Analyze Argument — Row 2**

The response earned 4 points for this row because the paper summarizes multiple perspectives on its topic of inquiry. These are spelled out on pages 4 and 5 and include Breaux's discussion of ethnic stereotyping within animation, Terry's discussion of *Song of the South* and *Princess and the Frog*, and Davis's account of the production of *Song of the South*. The response did not earn 2 points because the paper summarizes multiple scholarly works. The response did not earn 6 points because the paper does not put these sources in dialogue with the student's topic of inquiry; the reader must imply that these connections exist, but the student does not make this explicit.

#### **Content Area: Evaluate Sources and Evidence — Row 3**

The response earned 4 points for this row because the paper uses sources that are reasonably credible and relevant within its literature review to explore the student's topic of inquiry. These include Breaux, Terry, and Davis, who are legitimate scholars in the field. The response did not earn 2 points because the paper does employ relevant scholarly sources. The response did not earn 6 points because the paper does not clearly explain the relevance of these sources to the student's topic of inquiry.

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## Academic Paper

### **Content Area: Research Design — Row 4**

The response earned 3 points for this row because the paper provides a description of its research method on pages 5 to 7. This method is identified on page 6, paragraph 1 as a "...hermeneutic study of ethnic stereotyping in Disney films using a qualitative analysis...performed in order to find analogous research to collect data". The response did not earn 5 points because this method features a vague discussion of a key rubric used in the inquiry process, rendering the method non-replicable.

### **Content Area: Establish Argument — Row 5**

The response earned 3 points for this row because the paper mounts an argument linking its evidence to claims derived from the student's research. The response did not earn 5 points because this argument is simplistic and culminates in a conclusion that is difficult to justify from the evidence produced from its analysis of four films (see page 14, paragraph 2, where the paper claims that "...from the year 1926 to 2016, Disney has changed the way it treats different ethnicities in its animated feature films"). Important contextual discussions of ethnic stereotyping in culture and cinema in particular, and of the larger arc of Disney productions over the years, are absent from this inquiry.

### **Content Area: Select and Use Evidence — Row 6**

The response earned 4 points for this row because the paper does provide mostly relevant and sufficient evidence derived from the student's research. These include discussions of dialogue and characterization in four Disney films on pages 7 to 14. The response did not earn 2 points because the student has endeavored to analyze the works under consideration, producing new evidence in the process. The response did not earn 6 points because the lack of inclusion of a clear analytical rubric in the paper renders the evidence produced less compelling, as it becomes more difficult to gauge how the paper reaches its conclusions. Finally, the lack of time stamp references in the paper's discussion of *Song of the South* suggests that evidence concerning this film may have derived from secondary sources only.

### **Content Area: Engage Audience — Row 7**

The response earned 2 points for this row because the paper's overall organization, use of headings, and inclusion of two stills serve largely to facilitate communication of the paper's ideas to the reader. The response did not earn 1 point because it does include organizational and design elements that do not detract from communication. The response did not earn 3 points because the paper's organization, though serviceable, is not especially elegant, and also because its film stills are neither credited nor labelled. In addition, the student chooses a still from *The Princess and the Frog* to illustrate the friendship of two characters, but does not show the second image of the "raggedy home" of Tiana, which would have more clearly illustrated the student's claim.

### **Content Area: Apply Conventions — Row 8**

The response earned 2 points for this row because the paper displays a consistent pattern of citation errors, especially in its film stills which are not cited and are crucial to the student's argument. In addition, the four films under discussion are not consistently listed in the bibliography - specifically, *The Princess and the Frog* and *Song of the South* are not included, even though they are obviously central to the paper's argument. The response did not earn 4 points because the paper's pattern of error clearly suggests inconsistency in the attribution of others' work.



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**Academic Paper**

**Content Area: Apply Conventions — Row 9**

The response earned 2 points for this row because the paper's writing is largely strong and does not impede the student's communication of meaning. However, there are nevertheless a few minor lapses in form and style (e.g. on page 3, paragraph 2: "The films focus is on Polynesian mythology..."). The response did not earn 1 point because these lapses are not severe enough to distract the reader and impede comprehension. The response did not earn 3 points because the writing is not elegant enough to enhance the paper's communication.