Guidelines for Evaluating WILLA Entries in the Young Adult Category

The purpose of Women Writing the West® is to become the internationally recognized organization of writers and other professionals engaged in writing and promoting writing about the North American West with emphasis on the experiences and sensibilities of women in that region. The WILLA Literary Awards are presented annually for outstanding literature featuring women’s or girls’ stories set in the North American West and includes Alaska and Hawaii.

Entries in the Young Adult Category can range from young adult books with mature themes to picture books and graphic novels; from fiction to nonfiction to poetry. The following rubrics were developed to help readers evaluate such diverse entries. They are intended to be guidelines only. Readers should use their own judgement in assessing how well each entry suits its target audience.

Points should be awarded as follows:

10 – exceptional in all regards
9 – excellent
8 – well done
7 – majority well done; room for polish
6 – good overall with strong points
5 – good overall
4 – good overall with some weak points
3 – good start but needs work
2 – good idea but poor presentation
1 – needs work throughout
0 – ineligible

Note that entries that do not warrant at least 4 points in the first benchmark, “Women of the West Theme,” should be disqualified.
## WILLA CATEGORY RUBRIC
### YOUNG ADULT FICTION

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Ineligible</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| **1. Women of the West Theme** | • Male main character(s)  
• Book not set in the West*  
• Does not portray authentic western experience  
• Theme & content do not reflect WWW’s mission & goals | • Female characters prominent  
• Book set in the West but could have happened anywhere; or, book partly set in the West*  
• Generally portrays authentic experience  
• Theme & content generally reflect WWW’s mission & goals | • Female main character(s)  
• Western setting primary & essential*  
• Consistently portrays authentic western experience  
• Theme & content excellent reflections of WWW’s mission & goals |
| **2. Characterization** | • Characters not well developed  
• Stereotypical character(s)**  
• Dialogue not convincing  
• Characters indistinct from those in similar books  
• Didactic, preachy | • Most characters complex  
• Generally no gender, ethnic, racial, or other stereotypes**  
• Dialogue at times sounds unnatural  
• Characters similar to others within the genre, but well developed  
• Character’s “lesson” generally well presented | • All characters complex, well developed  
• No gender, ethnic, racial, or other stereotypes included**  
• Dialogue sounds natural  
• Characters distinct, original  
• Any “lesson” subtle & organic |
| **3. Setting** | • Setting not important to the book  
• Setting not described | • Setting of moderate importance  
• Setting described in conventional terms | • A strong sense of place is inherent in book  
• Setting vividly described, using all senses |

* * *

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This rubric was created by and for Women Writing the West®, October 2006. Revised July 2021.
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<table>
<thead>
<tr>
<th>Fiction</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| 4. Plot | • Plot confusing  
• Subplots (if used) sporadic, or not well balanced with main plot, or left unresolved  
• Book fails to hook readers; ending not satisfying  
• Implausible  
• Plot predictable | • Plot moderately well developed  
• Subplots (if used) not always balanced or well resolved  
• Slow beginning leads to more action; or conclusion leaves some questions unanswered; or conclusion is not satisfying  
• Some points may strain credibility  
• Plot not new, but shows some freshness | • Plot well developed  
• Subplots (if used) well integrated & resolved  
• Opening draws reader in; conclusion satisfying  
• Suspension of disbelief consistent  
• Plot original, fresh |
| 5. Voice | • Narrative voice lacking, confusing, distances readers from the story  
• Point of view confusing | • Narrative voice dependable  
• Point of view wavers, or occasionally jumps | • Narrative voice engaging, fresh, distinct  
• Point of view clear, consistent; or POV shifts clear & intentional |
| 6. Literary Qualities | • Poor or inappropriate command of language (slang, word choice, figurative language, etc.)  
• Imagery confusing or nonexistent  
• Premise conventional, simplistic, expected  
• Book not suited for intended audience, unappealing  
• Not enjoyable or thought-provoking | • Moderate command of language (slang, word choice, figurative language, etc.)  
• Imagery clear  
• Premise not new, but well explored  
• Book generally suited to the intended audience, moderately appealing  
• A pleasant read | • Consistently strong command of language (slang, word choice, figurative language, etc.)  
• Imagery vivid, fresh  
• Premise breaks new ground  
• Well suited to intended audience, appealing  
• Thought-provoking |
<table>
<thead>
<tr>
<th>Fiction</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| 7. Technical Conventions | • Word count, sentence structure, vocabulary inappropriate for target audience  
• Frequent problems with grammar, punctuation, spelling  
• Sloppy, wordy, repetitious writing  
• Poor balance between dialogue & narrative | • Word count, sentence structure, vocabulary appropriate for target audience  
• Occasional lapses of grammar, punctuation, spelling  
• Clear writing  
• Adequate balance between dialogue & narrative | • Word count, sentence structure, vocabulary excellent for target audience  
• Clear grasp of grammar, punctuation, spelling; or reader trusts that conventions purposefully set aside  
• Tight writing  
• Good balance between dialogue & narrative |
| 8. Presentation | • Unattractive cover art & design  
• Interior design features lacking  
• Font & typesetting difficult to read  
• Illustrations (if used) of poor quality, or irrelevant to text | • Adequate cover art & design  
• Interior design features adequate  
• Font & typesetting adequate  
• Illustrations (if used) of moderate clarity, or not always germane to the text | • Attractive, appropriate, compelling cover art & design  
• Interior design features reflect book’s tone  
• Font & typesetting clear  
• Illustrations (if used) appropriate, clear  
• Properly bound, i.e., audio books and eBooks |

* WWW defines “the West” as all of North America west of the Mississippi River, and includes Alaska and Hawaii.
** Depiction of a character’s biases or stereotypical views, presented in context, may be appropriate.
## WILLA CATEGORY RUBRIC
### YOUNG ADULT NONFICTION®

<table>
<thead>
<tr>
<th>Nonfiction</th>
<th>Ineligible</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women of the West Theme</td>
<td>• Male main character(s); no relevant theme</td>
<td>• At least half of the characters female; relevant theme</td>
<td>• Female main character(s), relevant theme</td>
</tr>
<tr>
<td></td>
<td>• Book not set in or pertains to the West*</td>
<td>• Book set in the West but could have happened anywhere; or, book partly set in the West*</td>
<td>• Western setting primary &amp; essential*</td>
</tr>
<tr>
<td></td>
<td>• Does not portray authentic western experience</td>
<td>• Generally portrays authentic western experience</td>
<td>• Consistently portrays authentic western experience</td>
</tr>
<tr>
<td></td>
<td>• Theme &amp; content do not reflect WWW’s mission &amp; goals</td>
<td>• Theme &amp; content generally well-reflect WWW’s mission &amp; goals</td>
<td>• Theme &amp; content excellent reflections of WWW’s mission &amp; goals</td>
</tr>
<tr>
<td></td>
<td>• Little or no educational merit</td>
<td>• Moderate educational merit</td>
<td>• Excellent educational merit</td>
</tr>
<tr>
<td>2. Characterization</td>
<td>• Depictions of people not well developed, or depiction not appropriate for target audience</td>
<td>• Somewhat complex depictions of people (as appropriate for target audience)</td>
<td>• Complex depictions of people (as appropriate for target audience)</td>
</tr>
<tr>
<td></td>
<td>• Stereotypes evident**</td>
<td>• Generally no gender, ethnic, racial, or other stereotypes presented**</td>
<td>• No gender, ethnic, racial, or other stereotypes included**</td>
</tr>
<tr>
<td></td>
<td>• People portrayed of little interest to a young adult</td>
<td>• People portrayed of some interest to a young adult</td>
<td>• People portrayed of strong interest to a young adult</td>
</tr>
<tr>
<td>3. Setting</td>
<td>• Setting not important</td>
<td>• Setting of moderate importance</td>
<td>• A sense of place is inherent in the book</td>
</tr>
<tr>
<td></td>
<td>• Setting not described, or described poorly</td>
<td>• Setting described in conventional terms</td>
<td>• Setting vividly described, using all senses</td>
</tr>
<tr>
<td></td>
<td>• Setting not described accurately</td>
<td>• Setting usually described accurately</td>
<td>• Setting described accurately</td>
</tr>
<tr>
<td></td>
<td>• Illustrations (if used) rarely complement or match text</td>
<td>• Illustrations (if used) usually complement or match text</td>
<td>• Illustrations (if used) consistently complement or match text</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>0 – 3 points</td>
<td>4 – 7 points</td>
<td>8 – 10</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 4. Narrative | • Poor presentation of facts, concepts, or ideas  
• Premise or subject predictable, or poorly considered  
• Narrative poorly developed  
• Beginning slow, confusing; conclusion not satisfying  
• Topic or theme of little interest to a young adult | • Fair presentation of facts, concepts, or ideas  
• Premise or subject not new, but well done  
• Narrative moderately well developed  
• Slow beginning leads to more action; conclusion somewhat satisfying  
• Topic or theme of some interest to a young adult | • Excellent presentation of facts, concepts, or ideas  
• Premise or subject shows originality, freshness  
• Narrative very well developed  
• Opening draws reader in; ending is satisfying  
• Topic or theme of strong interest to a young adult |
| 5. Voice | • Narrative voice lacking, confusing  
• Quotations (if used) poorly integrated | • Narrative voice dependable  
• Quotations (if used) generally well integrated | • Narrative voice engaging, fresh, distinct  
• Quotations (if used) effectively integrated |
| 6. Literary Qualities | • Clumsy language  
• Imagery confusing  
• Text & illustrations (if used) not well matched  
• Not enjoyable or thought-provoking | • Smooth language  
• Imagery clear  
• Text & illustrations (if used) generally well matched  
• A pleasant read | • Clear command of language  
• Imagery vivid, fresh  
• Text & illustrations (if used) create a single whole  
• Enjoyable, thought-provoking |
<table>
<thead>
<tr>
<th>Nonfiction</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Technical Conventions</td>
<td>• Book difficult to follow; poorly organized</td>
<td>• Book generally readable; moderately well organized</td>
<td>• Book consistently easily readable, flows well; well organized</td>
</tr>
<tr>
<td></td>
<td>• Writing too wordy, or includes extraneous material</td>
<td>• Writing generally tight, with some redundancies or extraneous material</td>
<td>• Writing tight</td>
</tr>
<tr>
<td></td>
<td>• Poor grasp of basic conventions of grammar, punctuation, etc.</td>
<td>• Good grasp of basic conventions of grammar, punctuation, etc.</td>
<td>• Clear command of basic conventions of grammar, punctuation, etc.</td>
</tr>
<tr>
<td></td>
<td>• Word count, vocabulary, sentence length inappropriate for target audience</td>
<td>• Word count, vocabulary, sentence length generally well suited for target audience</td>
<td>• Word count, vocabulary, sentence length carefully chosen for target audience</td>
</tr>
<tr>
<td></td>
<td>• Citations (if used) confusing, incomplete; or citations needed***</td>
<td>• Citations (if used) generally good***</td>
<td>• Citations (if used) clear, effective***</td>
</tr>
<tr>
<td>8. Presentation</td>
<td>• Unattractive cover art &amp; design</td>
<td>• Adequate cover art &amp; design</td>
<td>• Attractive, appropriate, compelling cover art &amp; design</td>
</tr>
<tr>
<td></td>
<td>• Interior design features lacking</td>
<td>• Interior design features adequate</td>
<td>• Interior design features reflect book’s tone</td>
</tr>
<tr>
<td></td>
<td>• Font &amp; typesetting difficult to read</td>
<td>• Font &amp; typesetting adequate</td>
<td>• Font &amp; typesetting clear &amp; well chosen</td>
</tr>
<tr>
<td></td>
<td>• Illustrations (if used) of poor quality, or irrelevant to text</td>
<td>• Illustrations (if used) of moderate clarity, mostly identified; may not always be germane to the text</td>
<td>• Illustrations (if used) appropriate, clear, identified</td>
</tr>
<tr>
<td></td>
<td>• Illustrations (if used) not well balanced or matched with text</td>
<td>• Illustrations (if used) provide good balance with text</td>
<td>• Illustrations (if used) provide excellent balance with text</td>
</tr>
</tbody>
</table>

* WWW defines “the West” as all of North America west of the Mississippi River, and includes Alaska and Hawaii.
** An author’s depiction of a real individual’s biases or stereotypical views, presented in context, may be appropriate.
*** Citations might include endnotes, an author’s note, glossary, suggested bibliography, or other supplemental information.

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# WILLA CATEGORY RUBRIC
## YOUNG ADULT PICTURE BOOKS AND GRAPHIC NOVELS

Note: If a picture book is chosen as a WILLA Winner or Finalist, both author and illustrator will be honored.

<table>
<thead>
<tr>
<th>Picture Book</th>
<th>Ineligible</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| 1. Women of the West Theme | Male main character(s)  
Book not set in, or pertain to, the West*  
Does not portray authentic western experience  
Theme & content do not reflect WWW’s mission & goals | Female characters prominent  
Book set in the West but could have happened anywhere; or, book partly set in the West*  
Generally portrays authentic experience  
Theme & content generally reflect WWW’s mission & goals | Female main character(s)  
Western setting primary & essential*  
Consistently portrays authentic western experience  
Theme & content excellent reflections of WWW’s mission & goals |

0 – 3 points

| Characterization | Character(s) not well developed, not engaging  
Does not engage readers in a young adult or young adult-friendly experience  
Inappropriate number of characters  
Didactic, preachy | Character(s) moderately well developed, of some interest  
Moderately engages reader in a young adult or young adult-friendly experience  
Reader can generally differentiate among characters  
Character’s “lesson” generally well presented | Character(s) well developed, engaging  
Thoroughly engages reader in a young adult or young adult-friendly experience  
Appropriate number of characters  
Any “lesson” subtle & organic |

| Setting | Setting not cohesive with story  
Setting not portrayed accurately  
Text & illustrations inconsistent | Setting of moderate importance to story  
Setting generally portrayed accurately  
Illustrations generally complement or support text | Setting supports story  
Setting consistently portrayed accurately  
Illustrations consistently complement or support text |
<table>
<thead>
<tr>
<th>Picture Book</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| 4 Plot       | • Plot nonexistent, confusing   
• Main character does not solve problem  
• No solution  
• Resolution leaves no hope, unacceptable to young adult or adult reader | • Plot weak, has holes  
• Main character depends on others to solve problem  
• Solution predictable  
• Resolution provides some hope, acceptable to both young adult & adult reader | • Plot well crafted, comes full circle  
• Main character solves problem  
• Solution fresh & surprising  
• Resolution hopeful, satisfying for both young adult & adult reader |
| 5 Voice      | • Narrative voice lacking  
• Point of view confusing  
• Difficult to read aloud  
• Rhyme (if used) forced or inconsistent  
• Story unlikely to be read more than once | • Narrative voice dependable  
• Point of view adequate; occasional wavers  
• Generally good to read aloud; some lapses in rhythm or language  
• Rhyme (if used) usually good  
• Story somewhat likely to resonate during multiple readings | • Narrative voice fresh, engaging, distinct  
• Point of view appropriate for story & intended audience  
• Rhyme (if used) excellent  
• Story likely to resonate during multiple readings |
| 6 Literary Qualities | • Poor or inappropriate command of language (slang, word choice, figurative language, etc.)  
• Premise conventional, expected  
• Content not appropriate or appealing for intended audience | • Moderate command of language (slang, word choice, figurative language, etc.)  
• Premise not new, but well explored  
• Content likely to appeal to some of intended audience | • Consistently strong command of language (slang, word choice, figurative language, etc.)  
• Premise breaks new ground  
• Content likely to greatly appeal to intended audience |
<table>
<thead>
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<th>Picture Book</th>
<th>0 – 3 points</th>
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<th>8 – 10 points</th>
</tr>
</thead>
</table>
| Technical Conventions | • Word count, sentence structure, vocabulary inappropriate for target age group  
• Frequent problems with grammar, punctuation, spelling  
• Dialogue poorly written or unbalanced | • Word count, sentence structure, vocabulary generally appropriate for target age group  
• Grammar, punctuation, spellings generally good  
• Dialogue adequate | • Word count, sentence structure, vocabulary excellent for target age group  
• Clear grasp of grammar, punctuation, spelling  
• Dialogue appropriate, believable, incorporated well |
| Presentation | • Illustrations inadequate, unpleasing  
• Illustrations irrelevant to story  
• Unattractive cover art & design  
• Interior design features lacking  
• Font & typesetting difficult to read, not used to support story  
• Illustrations have no educational merit (if book appropriate or intended for classroom use) | • Illustrations adequate, moderately well executed, pleasing  
• Illustrations generally support story  
• Adequate cover art & design  
• Design features offer moderate story support, or not always germane to text  
• Font & typesetting used adequately  
• Illustrations have some educational merit (if book appropriate or intended for classroom use) | • Illustrations appropriate, well executed, engaging  
• Illustrations effectively help tell the story  
• Attractive, appropriate, compelling art & design  
• Excellent design features support story  
• Font & typesetting used effectively  
• Illustrations enhance book’s educational merit (if book appropriate or intended for classroom use)  
• Properly bound, i.e., audio and eBooks |

* WWW defines “the West” as all of North America west of the Mississippi River, and includes Alaska and Hawaii.
# WILLA CATEGORY RUBRIC
## YOUNG ADULT POETRY

Note: If a poetry anthology is chosen as a WILLA Winner or Finalist, the compiler will be honored.

<table>
<thead>
<tr>
<th>Poetry Collection</th>
<th>Ineligible</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| 1. Women of the West Theme | • Male main character(s), no relevant theme in most poems  
  • Western landscape (natural or human-made) nonexistent or irrelevant*  
  • Poems do not portray authentic western experiences  
  • Theme & content of most poems do not reflect WWW’s mission & goals | • Female character(s), relevant theme in most poems  
  • Western landscape (natural or human-made) somewhat important*  
  • Most poems portray authentic western experiences  
  • Theme & content of most poems reflect WWW’s mission & goals | • Female main character(s), relevant theme consistent  
  • Western landscape (natural or human-made) primary & essential*  
  • Poems consistently portray authentic western experiences  
  • Theme & content of all poems excellent reflections of WWW’s mission & goals |
| 2. Characterization     | • People/characters not well developed, or not appropriate for young readers  
  • Stereotypes evident in many or all poems** | • People/characters generally well developed & appropriate for young readers  
  • Most poems convey no gender, ethnic, racial, or other stereotypes** | • All people/characters believable & appropriate for young readers  
  • No gender, ethnic, racial, or other stereotypes presented** |
| 3. Setting              | • Setting not important  
  • Setting not portrayed accurately  
  • Illustrations (if used) & text inconsistent | • Setting of moderate importance  
  • Setting generally portrayed accurately  
  • Illustrations (if used) & text generally matched | • Setting supports book’s theme  
  • Setting consistently portrayed accurately  
  • Illustrations (if used) & text well matched |

* indicates that a theme, landscape, or experience is nonexistent, irrelevant, somewhat important, or primary.

** indicates that gender, ethnic, racial, or other stereotypes are evident in the poems, or that characters are not believable and appropriate for young readers.
<table>
<thead>
<tr>
<th>Poetry Collection</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
</table>
| 4. Content, Ideas, Organization | • Subject matter not likely to emotionally engage young readers  
• Poems not organized by theme or topic  
• Most poems inadequately depict an idea, experience, or emotion  
• Little evidence of logical or effective order or sequence | • Subject matter somewhat emotionally engaging for young readers  
• Adequate focus on overall theme or topic  
• Most poems depict an idea, experience, or emotion; some poems stronger than others  
• Poems moderately well arranged in logical & effective order, with workable flow from one to the next | • Subject matter emotionally engaging for young readers  
• Excellent, cohesive focus on overall theme or topic  
• Each poem depicts an idea, experience, or emotion  
• Poems consistently arranged in logical & effective order, with excellent flow from one to the next |
| 5. Voice | • Little or no sense of poet’s/poets’ individual style(s)  
• Word choice rarely reflects or evokes poems’ themes, sounds, or emotions  
• Difficult to read aloud  
• Poems unlikely to be read more than once | • Poet’s/poets’ individual style(s) sometimes apparent  
• Word choice sometimes reflects or evokes poems’ themes, sounds, or emotions  
• Rhythm creates adequate “read-aloud” quality; some lapses  
• Some poems likely to resonate during multiple readings | • Poet’s/poets’ individual style(s) clearly apparent  
• Word choice often reflects or evokes poems’ themes, sounds, or emotions  
• Inherent rhythm creates excellent “read-aloud” quality  
• Poems likely to resonate during multiple readings |
| 6. Literary Qualities | • Poor or inappropriate command of language  
• Imagery abstract or clichéd  
• Rhyme (if used) forced or incomplete  
• Little or no demonstrated grasp of poetic conventions & devices | • Generally good command of language  
• Some use of concrete, fresh imagery  
• Rhyme (if used) generally good  
• Adequate grasp of poetic conventions & devices | • Consistently strong command of language  
• Consistently concrete, fresh imagery  
• Rhyme (if used) consistently excellent  
• Clear grasp of poetic conventions & devices |
### Poetry Collection

<table>
<thead>
<tr>
<th>7. Technical Conventions</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent problems with grammar, punctuation, spelling</td>
<td>Grammar, punctuation, spelling generally good</td>
<td>Grammar, punctuation, spelling consistently good; unique constructions clearly intentional &amp; effective</td>
<td></td>
</tr>
<tr>
<td>Line breaks &amp; poems’ shapes confusing</td>
<td>Line breaks &amp; poems’ shapes adequate</td>
<td>Line breaks &amp; poems’ shapes carefully considered</td>
<td></td>
</tr>
<tr>
<td>Word count, sentence structure, vocabulary inappropriate for target audience</td>
<td>Word count, sentence structure, vocabulary appropriate for target audience</td>
<td>Word count, sentence structure, vocabulary excellent for target age group</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Presentation</th>
<th>0 – 3 points</th>
<th>4 – 7 points</th>
<th>8 – 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations (if used) inadequate, unpleasing</td>
<td>Illustrations (if used) adequate, pleasing</td>
<td>Illustrations (if used) appropriate, well executed, engaging</td>
<td></td>
</tr>
<tr>
<td>Unattractive cover art &amp; design</td>
<td>Adequate cover art &amp; design</td>
<td>Attractive, appropriate, compelling cover art &amp; design</td>
<td></td>
</tr>
<tr>
<td>Interior design features lacking</td>
<td>Design features moderately support collection</td>
<td>Excellent design features support collection</td>
<td></td>
</tr>
<tr>
<td>Font &amp; typesetting difficult to read; not used to support collection</td>
<td>Font &amp; typesetting used adequately</td>
<td>Font &amp; typesetting used effectively</td>
<td></td>
</tr>
</tbody>
</table>

* WWW defines “the West” as all of North America west of the Mississippi River, and includes Alaska and Hawaii.
** Depiction of peoples’ biases or stereotypical views, presented in context, may be appropriate.