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Campus Office Hours: T/TH noon -1:30 And by appointment

Tutorial Description: Color, Culture and Class (ARH 317)

Race thinking dominates ways in which people in the United States differentiate groups of people from each other. This tutorial focuses on associations between color and culture in order to examine how racial meanings are constructed and made comprehensible as well as how they are routed through representations of class. Using a combination of texts -- academic articles, films, newspapers and advertisements -- we will explore representations of "whiteness," "blackness," and other "race-d" identities in the public arena. Throughout the semester we will interrogate the language, ideas and assumptions that give meaning to the different ways we perceive the world around us and through which we understand our individual experiences.

Books to purchase in Campus Bookstore:

Eds. Delgado, Richard and Jean Stefancic. *Critical White Studies Looking Behind the Mirror* (Philadelphia: Temple University, 1997) – [CWS]
(In Bookstore there will also be a small critical writing skills text & mini atlas)

General Information (caution: you should re-read this very carefully):

Participation: For the tutorial to work, everyone must be prepared to participate at every meeting. Therefore, it is vital that each student keep up to date with the assigned reading (and viewing, in the case of videos), and come to class already having thought about the assignment. **READ CLOSELY AND CAREFULLY. TAKE NOTES. USE A DICTIONARY WHERE NECESSARY. KEEP LIST OF NEW TERMS/CONCEPTS.**

To help stimulate useful discussion as well as encourage regular writing, each student will maintain a reading journal to be submitted on Mondays by 2 pm (in my box in the Carnegie Academic Support Office. Each student will record both the key themes of the assigned text as well as what you have learned from the reading or other assignment. Sometimes there is an assigned set of questions or focus. All journal entries will be dated and paginated so by semester's end you will have available an entire folder of your thoughts and writing to consider.

Preparation: Students in the tutorial will be expected to organize much of the learning themselves. Among other things, this means the execution of several writing assignments which, from time to time, you will be asked to submit to members of the tutorial for evaluation. Regular participation in class discussions is expected and required as well as other alternative forms of class organization. Periodically you will be expected to work in groups and prepare team presentations. Each student will be asked to make a brief presentation of a final essay synthesizing work in the tutorial.

READING AND WRITING LABS: Advisors in the reading and writing lab are available by appointment. Each student will benefit by reviewing assigned essays with the advisors in the reading and writing labs before turning them into me. It is always good to have someone go through your paper at least once before you settle on your final draft, therefore do not wait for the last minute. As well, you are expected to utilize the resources at the library and to meet with librarians.

FILMS: We will view several films outside of scheduled class meetings – attendance is required. If there is a problem, I must be notified in advance (with the exception of a rare emergency, in which case the health center or residence coordinator will send me a notice). When necessary, an alternative time will be set up for viewing the film. Mark your calendars! Let me know if you have a conflict in the schedule on the syllabus. You will still be responsible for seeing the movie before class meets.

Daily assignment: It is likely that topical news items will intersect with discussions and texts in class, therefore each student is required to browse The New York Times Sunday section *News of the Week in Review* (On-line edition and hard copies are available in Burling Library or you may purchase at the Bookstore; sometimes there are copies at St. Rest's Coffee Shop in town). As a focus, you will monitor key events/topics related to our tutorial (topics which appear on a regular basis, new topics which unfold, and subjects which elicit editorials, opinions and letters to the editor). The purpose of this exercise is to stay informed as well as to become sensitive to how information and opinions are projected. *Your journal entries, papers and class discussion offer opportunities to explicitly link the tutorial topic with current events.*

Assignments, Grading

I. Writing Assignments – 50%

Reading notes & journal entries (2 pp)

3 papers (10% each);

1 Final self-evaluation

The final grade on Writing will be based on 2 papers you select and your self-evaluation essay.

II. Participation in Class Discussions – 30%

Class discussion depends on students engaging with each other. Therefore, this grade is intended to be an incentive that ensures individual responsibility for taking initiative and being prepared to generate active discussion and debate.

III. Oral Presentations – 20%

IV. Academic Honesty Assignment

required, not graded

Schedule [subject to change -- always review the syllabus before preparing an assignment for class and contact me in advance if you have a question]

WEEK 1.

28 August Thurs. – ‘Information Literacy’

7:55 am – MEET AT ENTRANCE TO BURLING LIBRARY

8-9 am Meeting with reference librarian 8-9am

Using Wikipedia strategically: READ Rudyard Kipling's 1899 poem, "White Man's Burden." In the same year W.E.B. Du Bois published *The Philadelphia Negro*, an ethnography based on field-work research in Philadelphia. Who was W.E.B. Du Bois? Go beyond the info in Wikipedia make a list of events happening around the globe (Asia, Africa, the Americas, Europe) -- and Iowa -- in the two year period 1898-1899? Include on this list congressional debates about immigration in US, phrenology, science of race (in anthropology/physical anthropology/ethnology etc)?

9-9:50 library search exercise –...

Look up “race” in at least 2 different encyclopedias AND Old Oxford English Dictionary search: look up a publication/book in the Grinnell College library catalogue from an 18th century scholar, a 19th century scholar and a 20th century scholar who lived and died before 1960. Then go to the library shelf and find one book of each scholar; list the bibliographical references for the book on its right and on its left (author, title, publisher, publication date).

Due in class: Tues (2 Sept)

i. Make a time-line of the the concept “race” in the biological and social sciences as follows:

how many and which “races” were identified in: 1790s – 1840s – 1900s - 1960s (how were populations grouped? Who was included?)

ii. FIND THESE RESPONSES TO KIPLING:

“The Black Man’s Burden” H.T. Johnson

“The Poor Man’s Burden” George McNeil

..... to successfully complete these two searches, you should ask for the assistance of a reference librarian

2 SEPT Tues

– Who are Delgado and Stefancic? What is their most recent publication?

Doug Daniels, “The White Race is Shrinking” (11 in CWS)

Tod Olson, “What Is Race, Anyway?” (79 in CWS)—Read aloud; then re-read and underline main idea in each paragraph.

Outline the abridged essay.

List words you need to look up in dictionary; concepts or phrases which are new.

(Write your answers as part of your journal entry to be READ in class): What is the central idea in the first paragraph? What is the central idea in the last paragraph? How are these two paragraphs connected?

Class Discussion: What did you learn from the library research assignment and how does it relate to the Daniels & Olson chapters?

4 Sept Thurs. Based on Olson essay + your library research

-- Write one paragraph for the following question: What does it mean to claim that race is a *social construction*? Bring two copies to class.

-- Class discussion: Explain the title of Olson's essay. What assumptions do you have about the notion of "race?" How does Olson's essay undermine or reinforce these assumptions?

WEEK 2.

7 SEPT SUN 12:45 Film & Lunch: *Band of Angels*

9 Sept Tues.

READING: Katherine M. Franke, "What Does a White Woman Look Like: Racing and Erasing in Law." (74 in CWS)

-- Gather information for "race" from the following websites (also on Blackboard):

- PRINT & Read them carefully: on these documents, the details ARE important

<http://www.census.gov/Press-Release/www/2001/raceqandas.html>

<http://www.census.gov/population/www/socdemo/race/racefactcb.html>

<http://www.census.gov/population/www/documentation/twps0056.html>

WRITE: what is the specific difference between the reference "ethnicity" and "race" on the census document? (highlight in your print-out – or quote in writing)

what are the specific references in the document which provide you information to identify the difference between the categories?

-- Class discussion: How to assess the efficacy of racial classifications?

What was the premise of racial classifications? Legal? Social?

For whom have racial classifications been important? Why? When?

- Journal: Explain why racial classifications were regulated by law? Who was beneficiary of these laws and social customs? How? and in comparison to whom?

11 Sept. Thurs --

READINGS:

Gregory Williams, "Life on the Color Line." (59 in CWS)

Judy Scales-Trent, "Notes of a White Black Woman." (76 in CWS)

--In Class Film: Julie Dash's *Illusions* (1983).

-- Class discussion on reading: what did you learn from the readings and from writing in response to the questions?

what specifically did you learn from this weeks' readings, films and class discussion?

☼ On a separate index card, write two quiz questions based on Franke, Williams and Scales-Trent and on the 2 films *Band of Angels* and *Illusions*

WEEK 3.

16 Sept Tues.

PAPER # 1 WRITING ASSIGNMENT (bring 2 copies to class):

What is the relation between appearance and racial status? To whom has legislating racial status been of importance and why? What is the difference between race as a *social identifier* and race as a *legal identifier*? Is there a difference between *being white* and *looking white*? How does the geographical metaphor of "marking boundaries, borders" help illuminate the relationship between "us" and "them?" What is the relation between "being" white and "looking" white? What happens when the word "race" is used as a verb instead of a noun?

☼ 2 pages (Times New Roman 11 pt font)

☼ 2" left margin, 2.2 line spacing

Opening Paragraph (Definition of Topic)

Statement on contemporary social and political conditions

Statement on vocabulary, visual cues and associations

Concluding Paragraph (Significance)

18 Sept Thurs:

READINGS: Thomas Ross, "White Innocence, Black Abstraction." (42 in CWS0

Peggy McIntosh, "White Privilege and Male Privilege. (47 in CWS)

- Class discussion based on typed reading notes to class
- Summarize: what is the notion of "innocence:" What is Ross' central argument? How is it developed? What is McIntosh's notion of "privilege"? What is the distinction she draws between earned and unearned advantages?
- WRITE: 2 paragraphs (to be read in class): What is the relationship between Ross' argument and McIntosh's argument?

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- Discussion of Academic Honesty

WEEK 4.

23 Sept Tues.

READING: Linda L. Ammons "Mules, Madonnas, Babies, Bathwater: Racial Imagery and Stereotypes." (45 in CWS)

-WRITING - submit in class

- (1) make an outline of Ammons' key point(s);
- (2) write a paragraph which summarizes her central thesis;

-WRITING#2:

2 paragraph reflection paper TO BE READ IN CLASS:

- What insights have you gained over the past 3 weeks?
- What information have you acquired?

25 Sept Thurs –

{e-reserve/blackboard} READING: Annalee Newitz and Matthew Wray. "What is 'White Trash'? Stereotypes and Economic Conditions of Poor Whiteness in the United States." *I will hand out questions for this essay which will help with your journal entry and second/third readings of Newitz and Wray.*

– WRITING: Make an outline of article: what are the main points? Underline all transitional words or phrases which connect the paragraphs. How are the key points developed? What is the structure of the article? What is the difference between *vulgar multiculturalism* and *critical multiculturalism*? Why do Newitz and Wray focus on mass media representations? How does money affect representations of "lower-class whites?" What television programs or movies have you seen which utilize these images?

– Class discussion: evaluation of Newitz and Wray essay. What is their objective? Why should we care? What difference does it make?

WEEK 5.

28 Sept Sun 2:15 Film: Deliverance

30 Sept Tues NO CLASS (Rosh HaShana)

2 Oct Thurs

{e-reserve/blackboard} READING: Anthony Harkins, "Race, Class, Popular Culture and 'the Hillbilly.'" AND "The Emergence of 'Hillbilly,' 1900-1920

WEEK 6.

7 Oct Tues:

{e-reserve/blackboard} Reading : Anthony Harkins 'From Deliverance to Cyberspace: The Continuing Relevance of 'Hillbilly' in Contemporary America"

In Class: documentary - "Stranger with a Camera"

9 Oct Thurs: No Class (Yom Kippur)

WEEK 7.

14 Oct Tues (Media, Current Events, Scholarly analysis)

A. SEARCH, READ, COMPARE:

1. Toni Morrison essay (The New Yorker)

http://www.newyorker.com/archive/1998/10/05/1998_10_05_031_TNY_LIBRY_000016504

2. On Lexis-Nexis Newspapers do a key word search for "Clinton" with 3 combinations drawn from the following: "white trash," "poor whites," "hillbilly," "Bubba" + Bill Clinton

(you will have to experiment with President Clinton/ William Clinton) ONLY for 1998 and 2008

3.: Kathleen Parker, "Politics and Race in America" The Virginian-Pilot[Norfolk, VA.] (December 13, 2007)

4. Kathleen Parker, "Dems struggle to prove 'blackness' at many spots on campaign trail," The Augusta Chronicle [Georgia] (December 13, 2007)

- look up information: who is Kathleen Parker?

B. WRITE (to Read in Class): 1 paragraph for each of the following questions (to be read in class):

- Do Kathleen Parker's articles support Anthony Harkins' argument?
- What function does the category of "white trash" perform today?

C. In Class: Documentary: *Class Dismissed: How Television Frames the Working Class Supplement* (you may be interested in downloading or bookmarking site):

<http://209.85.135.104/search?q=cache:->

[5pVOVSbJWYJ:www.mediaed.org/videos/CommercialismPoliticsAndMedia/ClassDismissed/studyguide/ClassDismissed.pdf+guide+%2B+%22class+dismissed%22&hl=en&ct=clnk&cd=1](http://www.mediaed.org/videos/CommercialismPoliticsAndMedia/ClassDismissed/studyguide/ClassDismissed.pdf+guide+%2B+%22class+dismissed%22&hl=en&ct=clnk&cd=1)

16 Oct Thurs – NO CLASS MEETING / PAPER TO SUBMIT BY NOON

- PAPER #2 **what you have learned this week in Tutorial and how has it broadened your perspectives? (premise: your perspectives have been broadened and enriched)**

What specific connections can you make between what you learned from the Tutorial readings and class discussion on the one hand, and specific learning experiences you have had this half of the semester (draw on the reading guideline for Newitz and Wray). How have these experiences been informed each other? Include bibliography and be sure to credit ideas you originally heard from someone else in class

-- SEMESTER BREAK --

PAPER #3 (3 pages + bibliography)

[DUE peer review due 4 Nov & final draft 11 Nov]:

Topic: Using the readings and films as your primary initial sources, the paper should address the following questions:

How are representations of class and color related as racial stereotypes? How is class informed by race? In what ways do these representations predispose people towards favorable or negative prejudices?

Use references to support your discussion and supplementary references in footnotes. Be sure to provide a bibliography.

WEEK 8.

28 OCT TUES.: Individual Meetings with Prof. Mevorach –
Pre-registration review – bring 2 alternate schedules
Paper #2: Bring thesis statement and outline

8-8:20 _____ 8:20-8:40 _____ 8:40-9:10 _____

9:10-9:30 _____ 9:30-9:50 _____

30 OCT THURS.: Meetings with Prof. Mevorach –
Pre-registration review – bring 2 alternate schedules
Paper #2: Bring thesis statement and outline

8-8:20 _____ 8:20-8:40 _____ 8:40-9:10 _____

9:10-9:30 _____ 9:30-9:50 _____

WEEK 9.

2 NOV Sun film 12:45 *The Grapes of Wrath*, (note: Henry Fonda won an Oscar for best actor in 1941).

4 NOV Tues. Paper #2 Due in Class (BRING IN TWO COPIES)

- Class discussion: class and racial imagery in *Grapes of Wrath*;
- roundtable discussion of your findings and written papers. Papers will be exchanged and returned Thursday with peer-comments.

6 NOV Thurs Assignment for Thurs: Peer Reviews: : return and evaluation of papers/comment on the paper you received

What is the thesis or argument of this paper? Underline the thesis statement.

How successfully is the paper organized? Underline key sentence in each paragraph.

Is there a connection between the introductory and concluding paragraphs? What is the argument that connects them?

Does the author call attention to the premises on which the argument of the paper is based?

What improvements would you suggest?

What mechanical problems do you see in this paper?

Make ONE suggestion to improve this paper.

IN CLASS: pre-registration cards & signature

WEEK 10

11 NOV Tues

SUBMIT FINAL DRAFT OF PAPER #2

ORAL PRESENTATIONS

13 NOV Thurs.

ORAL PRESENTATIONS OF PAPER

WEEK 11.

16 NOV SUNDAY -- 2:15: Film, Vendetta

18 NOV Tues

– James Barrett and David Roediger, “How White People Became White.” (66 CWS)
Karen Brodtkin, “The GI Bill: Whites Only Need Apply,” (50 CWS) “How Jews Became White Folk” (65)

-WRITTEN ASSIGNMENT AND/FOR CLASS DISCUSSION The title of Barrett and Roediger may, at first, seem puzzling. Bring typed brief written responses to the following questions

-- (1) What does becoming white mean? (2) How are Italians “raced” in Vendetta? (3) How does Brodtkin support her claim that educational and GI benefits provided after World War II really constituted an affirmative action program for white males? (4) How did this benefit white women and their families?

20 NOV Thurs. – -- Using Lexis Nexis, search *The Des Moines Register* (or other Iowa daily) for legislation on making English the only official language of Iowa -- including news reports, feature articles, editorials, letter to the editor.

IN-CLASS DEBATE: debate on state policy over “English Only.” Class will be divided up into two teams: pro/con. You will have 15 minutes to prepare. Each team will make a presentation and a rebuttal. Each team will also be able to ask questions of the other team.

WEEK 12.

25 NOV Tues

READ: Martha R. Mahoney, “Residential Segregation and White Privilege” (44 CWS)

-- In Class Documentary: *Race: Power of an Illusion Part 3 (“The House We Live In”)*

- Class discussion: *tying everything together*. Consider – how do this week’s texts inform your understanding about the place you occupy in the United States (within your family, your home community, your opportunities, choices available to you). Consider the presidential nominee campaign in your hometown or last town of residence (or if your last year was in another country, consider the last political campaign) and the state in which you meet the requirement to be a registered voter: how does self-consciousness about your racial and class status contribute to understanding concerns of different political constituencies in your home state? Why is this important?

-- Journal Entry: Reflect on this week’s readings and class discussion and answer the questions from Tuesday in a coherent essay format. Support your argument with specific references.

THANKSGIVING

WEEK 13 You will take notes while watching and incorporate them into your 5-6 pages journal entry: a coherent and critical self-evaluation of what you have learned throughout the semester (content of tutorial, acquisition of skills in critical thinking, writing, and oral skills).

2 DEC Tues.

In class documentary and discussion:

Part 1 & 2 broadcast on PBS (2001) *People Like US: Social Class in America*

4 DEC Thurs.

In class documentary and discussion:

Part 3 & 4 broadcast on PBS (2001) *People Like US: Social Class in America*

WEEK 14

9 DEC TUE Paper #3 DUE in Class.

11 DEC THURS – TBA