



**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 more than likely that topical news items will intersect with discussions and texts in class, therefore each student is required to read the front page and editorial/op-ed of The New York Times as well as the Sunday “News of the Week in Review.” (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). You may also read the local newspaper of your home community if it is available on-line. You will monitor key events/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

- Writing Assignments
  - Journal 30%
  - Three Essays 30% (10% each)
- Oral Assignments
  - Class Discussions 30%
  - Final Presentation (10%)
- 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.

**Thurs. 29 August -- MEET AT ENTRANCE TO BURLING LIBRARY**

**Tues 3/9.** READING: Tod Olson, “What Is Race, Anyway?”

- Underline main idea in each paragraph; then outline the article. List words you need to look up in dictionary; list concepts or phrases which are new. What is the central idea in the first paragraph? What is the central idea in the last paragraph? How are they connected?
- Write one paragraph for the following questions: 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?
- In Class: if there is time, we’ll watch the meeting of white and black descendants of Thomas Jefferson video-taped from “Oprah.”

**Thurs. 5/9** READING: Luther Wright, Jr. “Who’s Black, Who’s White, and Who Cares.”

If race is not biological, why does the government use racial data?

- Gather information for “race” from the website: <http://www.oml.gov/hgmis/>
- Class discussion: Are racial classifications still important today? For whom? Why? When?

-- Journal Entry due Friday: Based on Olson and Wright's essays, explain and comment on why racial classifications were regulated by law? Who benefitted, how, why?

## WEEK 2.

**MONDAY 9/9 – 4:15, Film: *Band of Angels***

**Tues. 10/9** READING: Katherine M. Franke, "What Does a White Woman Look Like: Racing and Erasing in Law?" AND Judy Scales-Trent, "Notes of a White Black Woman."

-- Journal entry: What is the relation between color 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?"

--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? **Write a journal entry after class (on Wed) commenting on what you gained from class discussion of the readings. Bring your journal entries to class on Thursday.**

**Thurs 12/9.** -- READING: Thomas Ross, "White Innocence, Black Abstraction."

-- Class discussion will focus around Ross reading and your papers. Bring note to class and be prepared to speak on the notion of "innocence." What is Ross' argument? How is it developed? Is it persuasive? Why? Why not?

-- Discussion of Academic Honesty

**Paper #1 Due in Class on Tuesday 17 Sept (BRING TWO COPIES):** Based on this week's assigned texts, write a coherent 2 page essay on the relation between *being* white and *looking* white and whether and why it still matters today.

**13/9 FRIDAY -- 5PM -- FOOD & FILM, White Boyz**

## WEEK 3.

**Tues 17/9.**-- READING: Linda L. Ammons "Mules, Madonnas, Babies, Bathwater: Racial Imagery and Stereotypes."

--Journal entry: (1) make an outline of Ammons' key point(s); (2) write a paragraph which summarizes her central thesis; (3) comment on how it sheds light on a specific personal experience you have had with a racial stereotype.

--Class discussion of readings and journal entries for this week.

**Thurs 19/9.** -- READING: Stephanie M. Waldman and Adrienne D. Davis, "Making Systems of Privilege Visible." AND Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack."

-- Class discussion: what is meant by the notion of "privilege"? How does it relate to Ross' notion of "innocence"? Identify four ways in which white privilege operates on campus, in your home community or neighborhood (this may be subtle or explicit, therefore in order to address this list, you need to carefully consider the arguments of the authors, how it applies or does not apply and why).

**Summary of activity:** – 2 pages

Topic: in what ways does whiteness appear to be taken for granted?

Observe social interactions in the dining hall, the forum and in your dorm. Focus on how (visibly) white American (male and female) students occupy space (in body, gesture and volume of speech). Get into a conversation with a "white" person you do not know and

ask them whether they are African-American or American Indian. Where does that question lead the conversation? What reactions does it elicit? Review the readings and class notes. Organize your ideas into an outline – then write your paper. Re-read it for spelling, grammar, organization and clarity. Does it address the assigned question? Turn in outline and paper.

#### **WEEK 4.**

**Tues 24/9.** – Class discussion: observations, informal conversations & progress of papers.

**WED 25 Sept –Summaries due**

**Thurs 26/9.** Class discussion based on the following assigned activities:

- Find and bring to class two pictures, photos, or advertisements: one featuring a poor or low-income person (or poor lifestyle) and featuring a professional (or professional lifestyle).
- Visit McNally and Fairway – aside from size, what are the similarities and/or differences between the stores in terms of customer service, customers, cashiers, products, prices?
- Journal entry for Friday: Reflect on what you learned this week – your entry should be at least 3 pages and not more than 5 pages.

#### **WEEK 5.**

**Tues 1/10.** -- 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*?

-- Journal Entry (bring a copy to class): Is the article descriptive? Prescriptive? What assumptions have you had about poor whites? Where have these assumptions come from? How have they been affected by reading this article?

– Class discussion will focus on where the representations and stereotypes of white trash come from, and assumptions about poor, undereducated and otherwise marginalized whites. 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?

**Thurs 3/10.** – READING: Re-read Newitz and Wray.

In Class: taped program of *Roseanne* and/or *Married with Children*

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

– WRITING: Journal Entry for Friday: Reflect on what you have learned this week (draw on the reading guideline for Newitz and Wray). Your entry should be at least 3 pages.

#### **WEEK 6.**

**SUNDAY 6/10 2:15, Film** *To Wong Foo Thanks for Everything, Julie Newmar* (1995).

**Tues 8/10.** MEET IN FORUM COFFEE SHOP

-- Discussion of film – find reviews of this film by browsing Lexis Nexis news sites.

**Thurs 10/10.** -- In Class videos *That Rhythm, Those Blues* and *Country, Rhythm and Blues* --

--Journal Entry to submit on Sunday: consider how your perspectives about communities you have not

personally encountered have been shaped by music, film and television. In what ways are they being reshaped or reinforced as a result of material you have encountered (so far) in this tutorial? Bring to Sunday's meeting.

**SUNDAY 13/10 -- 5-6:30pm Meeting:** – Class DISCUSSION OVER PIZZA: Discussion about the politics of racial separation and musical fusions.

## **WEEK 7.**

**Tues 15/10.** READING: Elizabeth L. Krause “‘The Bead of Raw Sweat in a Field of Dainty Perspirers’: Nationalism, Whiteness and the Olympic-Class Ordeal of Tonya Harding.

– Class discussion: organization of Krause essay, key points, conclusion and propositions.

-- WRITING: use your journal entry to reflect on Krause's concluding question: “What function does the category of white trash perform at this historical juncture?”

**Paper assignment: Due Friday 18 OCT by 1pm**

**Second paper:**

NOTE: You will not be able to successfully carry out this assignment without a full understanding of the articles by Newitz and Wray and Krause.

*In what ways has former President William Jefferson (Bill) Clinton, a prominent elected official who was a Rhodes Scholar, been publicly marked by the class/racial stereotype of “white trash?” Why? Why was President Clinton dubbed “the first Black President” by Toni Morrison and Chris Rock? (If you don't know who they are, you'll have to find out)? How has this differed from characterizations of President George W. Bush whose academic record was marked by low grades and was criticized as neither very sophisticated nor knowledgeable about world affairs (he had a C average at Yale). To write this paper, you WILL need to seek the assistance of a reference librarian. Look for examples of stereotypes -- a lexis search on “white trash” and “Bill Clinton” alone yields hundreds of results. There have been a number of books on “Bill Clinton as “hick”, and a few more about George Bush as “Dubya”. You'll need to go beyond Lexis to find examples for political caricatures or images that convey the stereotype of Clinton as “white trash,” the messages conveyed by these stereotypes and their significance. You will have to go into the stacks of the library!*

*This paper should be no longer than 3 pages and there should be a title and a list of sources. There should be a thesis statement, your discussion should be built around the thesis and have a conclusion or a concluding section. It is not an opinion paper – it is a research paper that is focused on a phenomenon.*

*Your carefully edited draft is due in class on Tuesday (16 October); your final draft will be due on Thursday (17 October).*

**Thurs 17/10.** READING: Gavin James Campbell (2001) “‘I'm Just a Louisiana Girl’ The Southern World of Britany Spears.” (Project Muse -- in Southern Cultures).

Library search: find out the top four female and male White, Black, Asian and Latino opera singers since 1930. Gather as many bibliographical references as you can in 60 minutes (that's 15 minutes for each category).

-- Class Discussion: Your findings. Then thoughts about contemporary entertainers (here you'll have to candidly think back to middle and high school: What kind of music did you prefer? Why? Who were your favorite performers? Least favorable? Why? How has it changed? How influential have music videos been in shaping your tastes in style?) You may bring to class CDs, music videos or pictures to supplement your discussion. The range of music is vast (anywhere from classical to punk so do not feel restricted to fitting in with preferences of classmates!)

## FIRST-SEMESTER RECESS

### WEEK 8.

**Tues 28/10. Paper #3 Due in Class** –3-4 pages (BRING IN TWO COPIES)

Topic: How are representations of class, color and race related? 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.

-- Class discussion: roundtable discussion of your findings and written papers. Papers will be exchanged and returned Thursday with peer-comments.

**Thurs 31/10.** Review and comment on the paper you have received:

What is the thesis or argument of this paper?

How successfully is the paper organized? What works, and what doesn't?

Does the author prove his or her point? Why or why not?

What does this paper do well?

What improvements would you suggest?

What mechanical problems do you see in this paper?

If you could make only ONE suggestion to improve this paper, what would it be?

– Class discussion: return and evaluation of papers/

### WEEK 9. 4 - 7 NOV

**TUES.: Meeting with Prof. Azoulay -- Rewriting Paper #3, Due Sunday**

8-8:20 \_\_\_\_\_ 8:20-8:40 \_\_\_\_\_ 8:40-9:10 \_\_\_\_\_

9:10-9:30 \_\_\_\_\_ 9:30-9:50 \_\_\_\_\_ noon-12:20 \_\_\_\_\_

2-2:20 \_\_\_\_\_ 2:20-2:40 \_\_\_\_\_

**THURS.: Meetings with Prof. Azoulay -- Rewriting Paper #3 Due Tuesday in Class**

8-8:20 \_\_\_\_\_ 8:20-8:40 \_\_\_\_\_ 8:40-9:10 \_\_\_\_\_

9:10-9:30 \_\_\_\_\_ 9:30-9:50 \_\_\_\_\_ noon-12:20 \_\_\_\_\_

2-2:20 \_\_\_\_\_ 2:20-2:40 \_\_\_\_\_

### WEEK 10.

**10/11 SUNDAY, 2:15 Film *Smoke Signals***

**Tues 12/11.** -- READING: (on Project Muse) John Mihelich (2001). "Smoke or Signals? American Popular Culture and the Challenge of American Indians in Native American Film."

– Class discussion of *Smoke Signals* and Mihelich article. Why is it important to take into account the

larger political and economic context in which popular culture is produced and consumed? What does Mihelich mean by “collaboration” in education? What does he argue is the relationship between representation and sovereignty?

#### **Thurs. 14/11.**

Assignment: Search News on Lexis Nexis for articles on college mascots, names and symbols which rely on stereotypical images of American Indians. Visit the children’s section in Grinnell’s Public Library, Steward Library, and look for children’s books published in different decades which feature American Indians.

-- Class discussion: Bring your research notes and be prepared to discuss your findings in class.

-- Journal Entry due Friday: Write a reflective 3-4 page entry on Mihelich’s statement: “*Popular culture, while an effective, immediate and widely consumed agent, has, at times, only a fleeting effect, lasting only the time that passes between its consumption and the consumption of the next unrelated element. Popular culture is consumed as entertainment, not as a learning tool.*” (134)

### **WEEK 11.**

#### **Tues 18/11:**

**Oral presentations in class (in South Lounge; before microphone)**

**Bring in 2 copies of your paper (one you will “read” and one you will give to another student)**

#### **PAPER #3 -- ORAL PRESENTATION**

You should consider how representations of class, color and culture are related in one of the following venues: movies, advertisements, music, CD covers, news reports. How are images in your choice of sources projected to an audience: what representations rely on and predispose people towards favorable or negative stereotypes and prejudices towards different social groups?

1) Independent Peer Reviews: In a letter to the student, comment on the presentation:

What is the thesis or argument of this paper?

How successfully was the thesis presented? Was it clear?

What improvements would you suggest? In the paper? In the presentation?

What mechanical problems do you see in this paper?

If you could make only ONE suggestion to improve this paper, what would it be? And ONE suggestion to improve the oral presentation?

#### **Thurs. 21/11**

– READING: Otto Santa Ana et.al “Awash Under a Brown Tide: Immigration Metaphors in California Public and Print Media Discourse.”

– Class Discussion: how we speak and see is an outcome of socialization; how vocabulary produces the associations which structure political and social attitudes.

– -- Using Lexis Nexis, search *The Des Moines Register* 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. Each team will make a presentation and a rebuttal. Each team will be able to ask questions of the other team. (Further Details to be provided).

### **WEEK 12.**

**SUNDAY 24/11 -- 2:15: Film, Vendetta**

**Tues 26/11:** -- James Barrett and David Roediger, "How White People Became White." AND John Gennari, "Passing for Italian." AND Karen Brodtkin, "How Jews Became White Folk"

-- Class discussion – The title of Barrett and Roediger may, at first, seem puzzling -- what does becoming white mean? How are Italians "raced" in *Vendetta*? According to Gennari, in what ways do Blacks and Italians continue to be associated through popular culture? 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? How did this benefit white women and their families? Do you agree? Disagree? Why?

**NO CLASS THURSDAY (THANKSGIVING)**

**On your own see film, *Gentleman's Agreement*. (I will help make arrangements for a group viewing for those of you remaining on campus.)**

**WEEK 13**

**Tues. 3/12:**

-- READING: Matthew Frye Jacobson, "Becoming Caucasian: Vicissitudes of Whiteness in American Politics and Culture."

-- 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).

-- 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.

**FINAL MEETINGS:**

**Thurs 5/12, Tues 9/12 & Thurs 12/12**

We will watch a 4-part PBS broadcast on *Class*. You will take notes while watching and incorporate them into your final journal entry which should be 4-5 pages (but no longer than 6 pages!). The focus of this last journal entry is a coherent and critical self-evaluation of what you have learned throughout the semester (content of tutorial, acquisition of skills in critical thinking, writing, speaking). **ALL WRITTEN WORK, INCLUDING LAST ENTRY, DUE SATURDAY 14 SEPTEMBER NO LATER THAN 5 P.M.**