Tutorial Fall 2006: Color, Culture and Class  
Tuesday/Thursday 8 - 9:50 a.m. in ARH 314  

Prof. Katya Gibel Azoulay ARH 121 ext. 4324  
Campus Office Hours: T/TH noon -1:30 And by appointment

Tutorial Description: Color, Culture and Class  
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

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. These 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.

**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 calenders! 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 Sunday section 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). In addition, you may also supplement this with 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**

I. Writing Assignments - 50%
   - weekly journal entries
   - 3 Formal papers (10% each; 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.
Thurs. -- August 24 - To Be Arranged
7:55 am – MEET AT ENTRANCE TO BURLING LIBRARY
8-9 am Meeting with reference librarian 8-9am
9-9:50 library search exercise:
look up “race” in at least 2 different reference books encyclopedias
search: look up the books in the library catalogue from a 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).

i. Make a time-line of the history of the concept “race” in the biological and social sciences
ii. Make a list: how many and which “races” were identified in 1790s - 1840s - 1900s - 1960s

....... to complete this task, you will need to ask for the assistance of a reference librarian

Due: Monday by 1pm

Tues - August 29
READING: Tod Olson, “What Is Race, Anyway?”
- write 2 bibliographical references for Olson (Chicago Style; MLA)
-- Read; then re-read and underline main idea in each paragraph.
Outline the article.
List words you need to look up in dictionary; 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 these two paragraphs connected?

Thurs. – August 31  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?

Tour of ITS facilities – to be Arranged

WEEK 2.
MONDAY - Sept. 4
4:15, Film & Light Dinner: Band of Angels
Tues. - Sept. 5
READING: Katherine M. Franke, "What Does a White Woman Look Like: Racing and Erasing in Law."

-- Gather information for “race” from the following websites (also on Blackboard):
- Read them carefully: on these documents, the details ARE important
  http://www.oml.gov/hgmis/
  http://www.census.gov/population/www/socdemo/race/racefactcbl.html

-- Class discussion: Are racial classifications still important today? For whom? Why? When?
-- Journal: Explain why racial classifications were regulated by law? Who benefitted, how, and in comparison to whom?

Thurs. Sept. 7 --
READING: Judy Scales-Trent, “Notes of a White Black Woman.”
WRITING ASSIGNMENT (bring 2 copies to class):

❀ 2 page (Times New Roman 11 pt font)
❀ 2" left margin, 2.2 line spacing

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?

(Due Monday, Sept. 11 by 1pm) Journal entry focus and style:

✓ This entry should be written in the form of an article which could be submitted to the S&B campus newspaper or student magazine, The Salad: it should be informative for a person who has not read the same material you have and may not know what you do: what specifically did you learn from this week’s readings, films and class discussion?

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

WEEK 3.
Tues. - Sept. 12
READING: Thomas Ross, “White Innocence, Black Abstraction.”
- Class discussion will focus around Ross reading and your papers. Bring reading notes to class and be prepared to address 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 Thursday (BRING TWO COPIES): write a coherent 2 page essay on the relation between being white and looking white and whether and why it has, or does not, immediate relevance in your life.

Thurs. Sept. 14

- 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.

Monday, Sept. 18 -- 4:15 -- FILM & Light Dinner, White Boyz

Thurs. Sept. 21

  - Class discussion: what is meant by the notion of “privilege”? How does it relate to Ross’ notion of “innocence”? Identify three 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).

Start thinking about Paper #2 Due Monday, Sept. 25 4 pm!! - 3 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 someone you do not know who looks “white” and ask them: “Excuse me, may I ask a personal question: ‘are you white?’

Pay attention to interaction: what is the reaction? Does the question lead to a conversation? Write up a description of the interaction. Then 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. Sept 26

Thurs. Sept. 28 Class discussion based on the following assigned fieldwork 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 (preferably between 11:30-12:30 or 5-7pm) aside from size of the store, make two separate lists (1) similarities and (2) differences between the stores in terms of lay-out and organization of the stores, customers, cashiers, products, prices of fresh fruit, vegetables and salad and chicken? (pick a seasonal fruit, vegetable and Dole's salad package for comparison)

❀ - Observe and take notes on your observations: social interactions in the dining hall, the forum and in your dorm. Think about the following: what are the noticeable performative signs of class difference? How are they apparent in the way students occupy space (in body, gesture and volume of speech): list class differences you think you've noticed and bring to class.

-- Journal entry Due in my box on FRIDAY by NOON: Reflect on (i) what you learned this week and (ii) how it adds to the previous three weeks - your entry should be 3 pages.

WEEK 5.
Tues Oct. 3 -- 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 in order to read excerpts): Is the article descriptive? Prescriptive? What assumptions do you currently have OR have you had about poor whites? Where have these assumptions come from? Is there a regional dimension to these assumptions? How have they been affected by reading this article?

-CLASS DISCUSSION will focus on considering where 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. Oct. 5
- READING: Re-read Newitz and Wray. (There MAY be a reading quiz so re-read carefully)
Documentary: Class Dismissed: How Television Frames the Working Class

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

- WRITING: Reflect on what you have learned this week in Tutorial and how did it broaden your perspectives? Think of specific connections that you can make between what you learned from the readings and class discussion on the one hand, and specific experiences you have had this week (draw on the reading guideline for Newitz and Wray). How have they informed each other? Your entry should be at least 3 pages.

- Rewrite Paper #2 - due in class on Thurs

WEEK 6.
SUNDAY, Oct. 8
Film: Deliverance

Tues, Oct. 10
READING: Anthony Harkins, “Race, Class, Popular Culture and ‘the Hillbilly.’” AND “The Emergence of ‘Hillbilly,’ 1900-1920
In Class: documentary - “Stranger with a Camera”

Thurs. Oct. 12
READING: Anthony Harkins ‘From Deliverance to Cyberspace: The Continuing Relevance of ‘Hillbilly’ in Contemporary America”

WEEK 7.

Tues, Oct. 17
READING: Elizabeth L. Krause “‘The Bead of Raw Sweat in a Field of Dainty Perspiers’: Nationalism, Whiteness and the Olympic-Class Ordeal of Tonya Harding.
- Class discussion: organization of Krause essay, key points, conclusion and propositions. Be prepared to answer Krause’s concluding question: “What function does the category of white trash perform at this historical juncture?”

Thurs. Oct. 19
RESEARCH
On Lexis-Nexis do a key word search for “white trash” and “poor whites” + Bill Clinton (you will have to experiment with President Clinton/ William Clinton)
-- WRITING for presentation in class:
  think about what you find on Lexis Nexis, and then reflect on both Harkins’ discussion of Bill Clinton and Krause’s concluding question: “What function does the category of white trash perform at this
FIRST-SEMESTER RECESS: Over break, view the film The Grapes of Wrath, for which Henry Fonda won an Oscar for best actor in 1941. If possible, find information on how your family was affected during the years of the Great Depression (you may have to ask family members, especially older ones).

WEEK 8.
TUES. Oct. 24 Individual Meetings with Prof. Azoulay -- Rewriting Paper #3, Due Tues
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. Oct. 26: 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 9.
MON. Oct. 30 4:15 FILM & Light Dinner: THE DEFIANT ONES (Sidney Poitier & Tony Curtis)

Tues. Oct. 31 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 Nov. 2. Peer Reviews: comment on the paper you 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 10.

Tues. Nov. 7
SUBMIT FINAL DRAFT OF PAPER #3
ORAL PRESENTATIONS

Thurs. Nov. 9
ORAL PRESENTATIONS OF PAPER

WEEK 11.

Tues. Nov. 14 - READING: Otto Santa Ana et al. “Awash Under a Brown Tide: Immigration Metaphors in California Public and Print Media Discourse.” This is a lengthy article which requires careful attention! Plan your time wisely, take notes and make comments in the margins where useful.

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

Thurs. Nov. 16 - -- 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. (Further Details to be provided).

WEEK 12.

SUNDAY, Nov. 19 -- 2:15: Film, Vendetta

-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) According to Gennari, in what ways do Blacks and Italians continue to be associated through popular culture? (4) How does Brodkin support her claim that educational and GI benefits provided after World War II really constituted an affirmative action program for white males? (5) How did this benefit white women and their families?

NO CLASS THURSDAY (THANKSGIVING)

WEEK 13
Tues. Nov. 28
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 a politician in 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.

FINAL MEETINGS:
Thurs_30__, Tues _5__ & Thurs __7__
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, and oral skills).
CHOOSE TWO (2) PAPERS TO INCLUDE WITH YOUR FINAL JOURNAL ENTRY (coherent self-evaluation). This material WILL BE THE BASIS FOR A FINAL GRADING OF YOUR WRITTEN WORK.
DUE MONDAY DECEMBER 11 NO LATER BY 4PM - THERE ARE NO EXCEPTIONS!
- SUBMIT IN A PRE-STAMPED SELF ADDRESSED PRIORITY ENVELOPE
**Film Schedule**

**Tutorial Fall 2006: Color, Culture and Class**

**MONDAY - Sept. 4  4:15, Film & Pizza: Band of Angels - location TBA**

**Thurs.  Sept. 7 -- --In Class Film: Julie Dash’s Illusions (1983).**

**Monday, Sept. 18 -- 4:15 -- FILM & Pizza, White Boyz - location TBA**

**Thurs. Oct. 5 - Documentary: Class Dismissed: How Television Frames the Working Class**

**SUNDAY, Oct. 8  Film: Deliverance - location TBA**

**Tues. Oct. 10 In Class: documentary - “Stranger with a Camera”**

**FIRST-SEMESTER RECESS: Over break, view the film The Grapes of Wrath, for which Henry Fonda won an Oscar for best actor in 1941. If possible, find information on how your family was affected during the years of the Great Depression (you may have to ask family members, especially older ones).**

**MON. Oct. 30  4:15 FILM & Pizza: THE DEFIANT ONES (Sidney Poitier & Tony Curtis) - location TBA**

**SUNDAY, Nov. 19 -- 2:15: Film, Vendetta - location TBA**

**Tues. Nov. 28**

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

**FINAL MEETINGS:**

- Thurs _30__, Tues _5__ & Thurs _7__

We will watch a 4-part PBS broadcast on Class.