

**Prof. K. Gibel Mevorach ARH 121 ext. 4324**

**Campus Office Hours: Wed 11am -3pm + other days 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

\*\* Prof reserves the right to modify syllabus during the semester

#### **REQUIRED:**

eds. Gerald Graff & Cathy Birkenstein *They Say, I Say: The Moves that Matter in Academic Writing* (Norton)

eds. Richard Delgado and Jean Stefancic. *Critical White Studies: Looking Behind the Mirror* (Temple University Press, 1997)

Recommended: <http://philosophy.hku.hk/think/misc/miniguide.pdf>

#### **General Information (caution: you should re-read this aloud 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 Fridays by 3:00 pm (in my box in the Carnegie Academic Support Office). The journal will sometimes include an assigned focus. As well, the journal contains a record of both the key themes of assigned readings, films/documentaries as well as your free-style reflections on what you have learned that week/day/ from the reading or other assignment. 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.

n Date each journal entry (n.b. may be 1 or more times a week)

n Page 1 is first entry – last page will be the last entry of the semester (to be written in Dec...)

Preparation: Students in the tutorial will be expected to organize much of the learning themselves. Among other things, this means the execution of 3 Papers and several Oral presentations. Periodically you will be asked to submit a copy of a written assignment to members of the tutorial for their feedback. 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 (SUN 2pm/14:00 in ARH 317) – 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). 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 – films are on reserve in the AV Center.

Your journal entries, papers and class discussion offer opportunities to explicitly link the tutorial topic with current events – please do forward to the class e-list items of interest.

## **Assignments, Grading**

### ***I. Writing Assignments – 50%***

weekly journal entries (2 pp)

3 Formal papers (10% each);

Final self-evaluation (20%)

The final grade on Writing will be based on 2 papers of your own choice and your self-evaluation essay.

### ***II. Participation in Class Discussions – 25%***

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 – 25%***

***IV. Academic Honesty Assignment*** required, not graded

FYI Academic Planning -- Questions & Answers

<http://www.grinnell.edu/offices/studentaffairs/acadadvising/publications/academicplan>

**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 26 August** ‘Information Literacy’

7:55 am – MEET AT ENTRANCE TO BURLING LIBRARY

8-9 am Meeting with reference librarian

- Using Burling Library resources
- Using database reference resources including Wikipedia strategically

9-9:50 *library search exercise:*

Look up “race” in 2 different reference books in Burling Library Reference Section (note the bibliographical details including page number)

**Sat 28 August 9am OR Sun 29 Aug 2pm – Trip to Des Moines Science Center**

JOURNAL FOCUS **DUE Monday by noon in my mail box in Carnegie**

Identify racial categories listed on U.S. Census of following years 1790, 1820; 1850; 1880; 1910; 1940; 1970; 2000, 2010 (name of categories and, where it appears, directives issued to census-taker ) ..... to complete this task, you are invited to ask for assistance of a reference librarian in locating the **precise** U.S. government census information – (you may list or copy the corresponding Census table)

Field report from exhibition at Des Moines Science Center (typed written notes/comments due in class)

**Tues 31 August**

What Is Race, Anyway? – Tod Olson

Discussion -- processes of race-making – history, politics, law, economics

-- 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?

**Thurs 2 September**

White Innocence, Black Abstraction – Thomas Ross

-- **Journal Focus:** Why was it necessary to regulate racial classifications by law? Who benefitted, how, and in comparison to whom?

**WEEK 2 SUNDAY 5 Sept at 2:00 - (ARH 317)**

**Band of Angels** <http://www.imdb.com/title/tt0050166/>

**Tues 7 September**

What Does a White Woman Look Like? Racing and Erasing in Law – Katherine M. Franke

Passing for White, Passing for Black – Adrian Piper

WRITING ASSIGNMENT (bring 2 copies to class) answer all the questions below:

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

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*? What was the difference between *being white* and *looking white*?

What significance does the correlation *between appearance and racial identification* have in your high school? in your family? in your dorm? How?

How does the geographical metaphor of “marking boundaries, borders” help illuminate the relationship between “us” and “them?”

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

**Journal Focus:** Review your notes from class discussion, readings and film *Band of Angels* – then write a reflection on what you learned (what did you know on 22 August that is different from or builds on what you know “today”)

**Paper #1 Due Monday 13 Sept (put 2 copies in a plain manila envelope):**

**Coherent 2- page essay on the relation between *being white* and *looking white* and whether and why it has, or does not have, immediate relevance in your life**

**Thurs 9 Sept – NO CLASS (ROSH HASHANA)**

**WEEK 3 \ Keep a timeline of your activities (almost everything you do) for the following dates:**

**Mon September 13 10pm TO Monday 20 September 10pm (FORM TO BE CREATED IN CLASS)**

**SUNDAY Film 2pm 12 Sept VENDETTA – ARH 317**

**Tues 14 September**

How Did Jews Become White Folks? – Karen Brodtkin Sacks

How White People Became White – James R. Barrett and David Roediger

**WRITTEN ASSIGNMENT AND/FOR CLASS DISCUSSION The title of Barrett and Roediger may, at first, seem puzzling. Bring typed brief written responses to each of 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?

**Thurs 16 September**

Mules, Madonnas, Babies, Bathwater: Racial Imagery and Stereotypes – Linda L. Ammons

–Journal entry: (1) make an outline of Ammons’ key point(s); (2) write one 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.

**WEEK 4**

**Tues 21 September**

**Documentary in Class: Race Power of an Illusion, Part 2**

**Thurs 23 September**

Making Systems of Privilege Visible – Stephanie M. Wildman with Adrienne D. Davis

**WEEK 5**

**Tues 28 September**

**Documentary in Class: Race Power of an Illusion, Part 3**

Research using microfilm sources in library (you should consult with a reference librarian): President Richard Nixon and Affirmative Action as a policy proposed to formally address racial discrimination. What were the issues reported? Debated?

**Thurs 30 September**

Innocence and Affirmative Action – Thomas Ross

– Class discussion: what is meant by the notion of “privilege”? How does Wildman/Davis’ notion of “privilege” correlate 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*).

Journal Focus: write up your findings on Affirmative Action and relate to question of privilege, innocence and passage of time.....this is a reflective entry in which you should comment on the week’s material.

**WEEK 6**

**Tues 5 October**

White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies – Peggy McIntosh

<http://www.nymbp.org/reference/WhitePrivilege.pdf>

**Thurs 7 October**

**IN CLASS Film: The Defiant Ones (dir Stanley Kramer, 1958 Sidney Poitier & Tony Curtis)** <http://www.imdb.com/title/tt0051525/>

**Observe and take notes on your observations:** social interactions in the dining hall, the forum and in your dorm. Write up 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.

**WEEK 7 - SUN10 October 2 - Film: King Creole [1958, Elvis Presley] - ARH 317**

<http://www.imdb.com/title/tt0051818/>

**Paper #2 Due in Class Thurs 14 Oct (bring 2 copies to class in an unsealed plain manila envelope with your Name and Box #):**

**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.**

**Tues 12 October**

**READ & Outline:** Allison Graham, "Reeducating the Southerner: Elvis, Rednecks, and Hollywood's 'White Negro.'" Chpt 4 in *Framing the South: Hollywood, Television and Race During the Civil Rights Struggle* pp. 116-146 (and notes 203-205)

<http://www.pbs.org/wgbh/amex/till/timeline/timeline2.html>

[http://www.pbs.org/wgbh/amex/till/sfeature/sf\\_look.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_look.html)

[http://www.pbs.org/wgbh/amex/till/sfeature/sf\\_look\\_confession.html](http://www.pbs.org/wgbh/amex/till/sfeature/sf_look_confession.html)

**Thurs 14 October -- Class discussion: roundtable presentation of Paper #2**

**FALL BREAK**

**WEEK 8**

**Tues 26 October NO CLASS MEETING**

(Reading assignment due Wed) Engaging with an op-ed columnist (Frank Rich) – feel free to pair Rich with a columnist of your choice

**READ, SUMMARIZE AND COMMENT – turn in to my mailbox by Wed 27/10 at 2:00 pm:**

(1) Frank Rich “In Defense of White Americans” NYT 26 Oct 2008

<http://www.nytimes.com/2008/10/26/opinion/26rich.html>

AND (2) Frank Rich, “Fourth of July 1776, 1964, 2010” NYT 4 July 2010

<http://www.nytimes.com/2010/07/04/opinion/04rich.html?scp=1&sq=Fourth%20of%20July%201776,%201964&st=cse>

#### **Thurs 28 October**

**Documentary: Class Dismissed: How Television Frames the Working Class**

#### **WEEK 9 -- INDIVIDUAL MEETINGS WITH PROF KGM**

**Tues 2 November**

**Wed 3 November**

**Thurs 4 November**

**Fri 5 Nov**

#### **WEEK 10 SUN 7 Nov Film: Deliverance – ARH 317**

**Tues 9 November**

**READING (take notes – summarize main points):** Anthony Harkins, “Race, Class, Popular Culture and ‘the Hillbilly.’” AND “The Emergence of ‘Hillbilly,’ 1900-1920

**Thurs 11 November**

**In Class: documentary - “Stranger with a Camera” & discussion**

#### **WEEK 11 Tues 16 November**

**READING:** Anthony Harkins ‘From Deliverance to Cyberspace: The Continuing Relevance of ‘Hillbilly’ in Contemporary America”

Using Lexis Nexis and with assistance of a reference librarian: Look up the following keyword “white trash” + “hillbilly” + “hick” AND (William) Bill Clinton

**Thurs 18 November**

**Research Project – Paper #3 Debate over Immigration**

**READING:** J. David Cisneros. “Contaminated Communities: The Metaphor of “Immigrant as Pollutant” in Media Representations of Immigration” *Rhetoric & Public Affairs*, Volume 11, Number 4, Winter 2008, pp. 569-601

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.

Journal Focus: review of current (Oct-Nov 2010) media discussion of immigration (may be tied with Arizona's immigration enforcement law) <http://www.nytimes.com/2010/07/29/us/29arizona.html>

Explore <http://www.uscis.gov/portal/site/uscis> (structure for "exploration teams" TBA)

**WEEK 12**

**SUNDAY 21 Nov - ARH 317**

Film What's Cooking? (2000 dir Gurinder Chadha AND written by Gurinder Chadha & Paul Mayeda Berges <http://www.imdb.com/title/tt0197096/>)

**Tues 23 November MEET WITH CDO director, Mike Caldwell**

Continue discussion of Cisneros –

**Paper #3 Immigration Policies in 2010 Due in Class Tues 30 November Why are immigration policies controversial? What questions are debated? What is the tone of the debate? In what ways is the tone and tenor of the debate similar or different to those of other immigration eras? As you write your perspective, ask:**

what are the premises of your argument? What do your questions and arguments presuppose?

**Thurs 25 November THANKSGIVING**

**WEEK 13**

**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!).**

**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).**

**Tues 30 November *Social Class*...**

**Thurs 2 December *Social Class* ...**

**WEEK 14 Tues 7 December Last Class Meeting**

Oral Presentation -- each of the questions below should be addressed within a coherent 2-page essay (This is a prepared 6 min written presentation (2.5-3 page) to be read to the class; **practice in advance: performance matters! Posture matters! Articulation matters!**)

**What did you contribute to Tutorial class meetings? Did you initiate collaborative projects with your classmates? Did you seek out assistance from the writing lab? Reading lab? How did your time management skills change over the semester? Students from other classes? How did you take insights or skills from Tutorial and apply them in other settings? How many times did you meet with a librarian? How often did you visit the writing lab? How many afternoon events did you attend? Cumulatively, what did you learn this semester? What did you discover about yourself? What goals have you set for next semester?**

**Thursday 9 Dec:**

**Use the class period to prepare your portfolio: Your Journal Folder + two papers + final Oral Presentation must be submitted in a STAMPED, SELF-ADDRESSED envelope (do NOT seal) by Friday 10 December by 4 pm.**

**Paper #1**

**Coherent 2- page essay on the relation between *being* white and *looking* white and whether and why it has, or does not have, immediate relevance in your life**

**Paper #2**

**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.**

**Paper #3 Why are immigration policies controversial? What questions are debated? What is the tone of the debate? In what ways is the tone and tenor of the debate similar or different to those of other immigration eras?**