

Race, National Identity, and the Media
RTF 359
Fall 2012
T/Th 9:30-11 CMA 3.120

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Course Description

This course analyzes the relationships between representation, race and national identity. Issues of gender power are also important to how this course deals with national identity and race. This course focuses on contemporary mass media, but also covers historical issues such as late-1800s advertising and early-1900s anti-immigration cartoons. The United States will be central, but not the only nation-state discussed in this course.

Course Materials

There is one required text for this course. It can be purchased at University Co-op.

Leo R. Chavez, *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*, Palo Alto, CA: Stanford University Press, 2008.

All other readings will be under “Course Documents” on Blackboard.

Evaluation

Examinations (#1 @ 10%, #2 @ 10%, #3 @ 15%)...35%
Papers (short papers 2 @ 10% each, final paper @ 20%)...40%
Quizzes...15%
Class Participation...10%

Examinations will be in essay format. Before the exam, I will tell you the general topics that the exam will cover. There will not be review sessions for exams.

PLAN AHEAD. Do not make plans that will cause you to miss any exam. If you must miss an exam for a documented reason, I may allow you to take a make-up exam at a time convenient for the TA. The format and content of a make-up exam may differ from the regular exam.

Papers will be detailed at a later date. The short papers will NOT be accepted late. The other paper will be accepted late, but with a grade penalty.

Quizzes are given at the beginning of each class period except for days when we discuss papers. They are simple questions about the readings for THAT class period. They can be in multiple-choice, fill-in-the-blank or short answer format. I will drop the lowest six grades. If you miss a quiz, it cannot be ‘made up’ for any reason. Not for any reason, whether the absence is excused or unexcused.

I know this may sound daunting. However, these quizzes should not be difficult or anxiety-provoking for students who have done the readings. The quizzes are primarily for checking that you have read, period.

Class Participation is a grade that must be earned; it requires more than being a warm body in class. For a high grade, you must be an active, informed participant. This means consistently asking and answering relevant questions. It also means listening attentively and respectfully to me and to your classmates.

Attendance is taken daily. Too many absences will hurt your class participation grade. If you come to your class late, it is your responsibility to make sure you are marked present. If you are considerably late on any particular day, this will be noted as well.

Students who are repeatedly disruptive will receive a poor class participation grade. This includes but is not limited to: talking/whispering to your neighbor, reading a paper, using a cellphone, unauthorized computer use (see below), sleeping, and noisily packing your books before class has ended. All of these are disruptive and disrespectful because they distract me and your classmates, and I have to use class time to address the behavior.

You may NOT use a computer in this class. I dislike this rule. However, it is the unfortunate result of previous semesters showing me that a significant portion of students simply won’t stay offline during class, no matter the penalty. If you have a documented medical condition that requires you to use a computer, see me within a week of the beginning of the course.

If I need you to have your readings or other files at the ready, I’ll tell you that you can use your computers for this purpose. During these times, students caught using their computer for any other reason will get a significant loss to their class participation grade and will not be able to use their computer at all for the rest of the course.

About the Course

“Will This Be On The Test?” Your best bet is to assume that the answer is “yes.” Everything, including but not limited to: lectures, discussions, readings, informative handouts, clips, screenings and email/online material, is ‘fair game’ for exams.

Class sessions will be a combination of lecture and discussion. I do not put lecture notes or outlines on reserve or online, and I will not recap lectures or discussion sections during office hours. If you miss a class, it is your responsibility to ask a classmate for the notes.

I will often show video clips of varying lengths. I may use most of a class period to show a screening. Be sure to take notes, no matter the length of the clip. Clips and screenings will not be made available to you if you miss them.

Reading assignments should be done prior to the class period for which they are listed. You should be able to speak intelligently about the readings in class. Students who fall behind in the readings will find it difficult to succeed in this course. Don't just read or highlight passages. Take notes on the readings. This practice will help you understand what you have read.

Your TA is a bright and well-qualified instructor. Either of us can give you advice about tests, quizzes or papers. You should direct all questions about serious problems or conflicts to me (the professor).

Academic misconduct: I simply don't tolerate cheating. Expect me to pursue every instance of suspected academic misconduct in this course. Two kinds of academic misconduct are **cheating** on quizzes and exams, and **plagiarism** (such as turning in someone else's work, downloading a paper from the Web in part or in whole, or paraphrasing or quoting sources without citation). The university's penalties for academic misconduct range from a zero on the assignment to expulsion from school.

The work that you turn in should honestly and accurately demonstrate your own academic efforts. Your assignments should reflect work done for this course. Do not turn in assignments done for another course or attempt to pass off readings or screenings from another course as your own research or analysis.

I expect all of you to know the University's full definition of academic misconduct and its possible penalties. See the "Scholastic Dishonesty" section on the following page for more information.

A word about grades. I try to design the course so that diligence is rewarded. If you are working hard and feel your grades aren't reflecting that, meet with me as soon as possible so we can talk about studying strategies. Please do not wait until the end of the semester to address this. I can't stress this enough. If you show up at the end of the course wondering how you can improve your grade, there is little you can do at this point. See us as soon as you are having trouble.

It takes a great deal of time and effort to create and grade exams and paper assignments. However, I can still make mistakes. So if you find an error in the grading on your paper or exam, approach me about it. But if you just don't like your grade and want extra points, I can't help you; asking me to change your grade is unfair to me and to every student.

Grading Scale

A 93-100	B- 80-82	D+ 67-69
A- 90-92	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F 0-59

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at <http://deanofstudents.utexas.edu/sjs>

Undergraduate Writing Center

The Undergraduate Writing Center, located in the FAC 211, phone 471-6222, <http://www.utexas.edu/cola/centers/uwc/> offers individualized assistance to students who want to improve their writing skills. There is no charge, and students may come in on a drop-in or appointment basis.

Services For Students With Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of the University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Course Schedule

Basics of Race, Representation & Nation

Th 8/30

Course Introduction

Basics of Race, Representation & Nation, cont.

T 9/4

Stuart Hall, sections 2-2.3; of “The Spectacle of the Other.”

Th 9/6

Stuart Hall, sections 4-4.1 of “The Spectacle of the Other”

Chris Barker, “The Construction and Representation of Race and Nation,” pp. 60-69 (stop at “Diaspora...”)

Constructing the Nation

T 9/11

Paul Spickard, excerpts from *Almost All Aliens*, pp. xx-14 (end at “Transnational...”) and pp. 18-20 (“Race vs. Ethnicity”)

Th 9/13

Karen Brodtkin Sacks, “How Did Jews Become White Folks?”

James R. Barrett & David Roediger, “How White People Became White”

Constructing the Nation, cont.

T 9/18

Chavez book, pp. 1-43 (introduction, Ch. 1)

Th 9/20

Exam #1

National Belonging

T 9/25

Erika Lee, “The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882–1924”

Th 9/27

Patricia Hill Collins, “Like One of the Family: Race, Ethnicity, and the Paradox of U.S. National Identity”

National Belonging, cont.

T 10/2 - Herman Gray, "Television, Black Americans, and the American Dream"

Th 10/4

Yuko Kawai, "Stereotyping Asian Americans: the Dialectic of the Model Minority and the Yellow Peril"

The Politics of Language

T 10/9 – No reading; in-class discussion of paper topic

Short paper #1 due

Th 10/11

Juan Perea, "*Los Olvidados*: On the Making of Invisible People" pp. 965-967; 972-981

Language, cont./Gender & Sexuality

T 10/16

Denise Murray, "Whose Standard?"; Shilpa Davé, excerpts from "Apu's Brown Voice"

Th 10/18

Stuart Hall, sections 4.2-4.3 (Power & Fantasy, Fetishism & Disavowal) of "The Spectacle of the Other."

Anne McClintock, excerpt from "No Longer in a Future Heaven"

Gender & Sexuality, cont.

T 10/23

Sarah Banet-Weiser, "Representational Politics of the National Body"

Th 10/25

Chavez book, Chs. 3 & 5

Gender & Sexuality, cont.

T 10/30

Fernando Delgado, "Golden but not Brown: Oscar De La Hoya and the Complications of Culture, Manhood, and Boxing"

Th 11/1

No reading; in-class discussion of paper topic

Short paper #2 due

Surveillance

T 11/6 Chavez book, Chs. 6 & 7

Th 11/8

Exam #2

Cultural Production & Identity

T 11/13

Sunaina Maira, “Henna and Hip Hop: The Politics of Cultural Production and the Work of Cultural Studies”

Th 11/15

Arlene Dávila, “The Hispanic Consumer”

Marketing Identity, cont.

T 11/20

Arlene Dávila, “Selling Marginality: The Business of Culture”

Th 11/22

Thanksgiving – no class

Identity & Resistance

T 11/27

Anita Mannur, “Model Minorities Can Cook”

Th 11/29

Mari Matsuda, “Memo to Bush: We Will Not Be Used”; Tasha Oren, “Secret Asian Man”

F 11/30

Final Paper Due

Wrap-Up

T 12/4

No reading; in-class discussion of papers

Th 12/6

Exam #3