

Race, National Identity, and the Media
RTF 359/AFR 374D/WGS 340
Fall 2010
T/Th 2-3:30 CMA 3.116

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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.

Most of the readings are on electronic reserve through the library's Web site. The course is listed as RTF 359. The password is [deleted]. Ideally, you will print out your readings and bring them to class. In any case, be sure to bring your notes, including questions you have about the readings.

Because this course does not have a dedicated screening time, you may from time to time be asked to watch something outside of class, either individually or in small groups. In all cases, you will have ample notice.

Evaluation

Examinations (#1 @ 10%, #2 @ 10%, #3 @ 15%)...35%

Papers (short paper @ 5%, first research paper @ 15%, final research paper @ 20%)...40%

Quizzes...15%

Class Participation...10%

Examinations will be in essay format. You will receive a study guide about a week before the exam. 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 research papers will be accepted late, but with a grade penalty.

Quizzes are unannounced. They will cover the reading (or any other material you are asked to read or watch) for that day. Yes, pop quizzes are unpleasant, but they help students stay on track with readings. There will be 13 quizzes – you drop the lowest 3. Missed quizzes may not be made up for any reason, *including* excused absences.

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.

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, talking/text-messaging on a phone, 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 notebook computer in this class. This rule 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.

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.

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 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). Penalties 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 also reflect work done for this course. Do not turn in assignments done for another course or attempt to pass off as “research” readings or screenings from another course.

Grading Scale

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

Th 8/26 – Course Introduction

Basics of Race, Representation & Nation

T 8/31

Stuart Hall, sections 2 - 2.3; 4-4.1 of “The Spectacle of the Other,” pp. 239-249; 257-261

Th 9/2

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

Basics of Race, Representation & Nation, cont.

T 9/7

Paul Spickard, “Immigration, Race, Ethnicity, and Colonialism,” pp. xx-14 (end at “Transnational...”)

Th 9/9

Michele Hilmes, excerpts from *Radio Voices*; listen to assigned radio shows on Blackboard)

Constructing the Nation

T 9/14 – Karen Brodtkin Sacks, “How Did Jews Become White Folks?”

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

Th 9/16

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

Constructing the Nation, cont.

T 9/21

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

Th 9/23

Exam #1

National Belonging

T 9/28

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

Th 9/30 - Herman Gray, “Television, Black Americans, and the American Dream”

National Belonging, cont.

T 10/5 - Keith Osajima, "Asian Americans as the Model Minority: An Analysis of the Popular Press Image in the 1960s and 1980s"

Robert G. Lee, excerpts from *Orientalism: Asian Americans in Popular Culture*

Th 10/7

No reading; in-class discussion of paper topic

Short paper due

The Politics of Language

T 10/12 – Juan Perea, “*Los Olvidados*: On the Making of Invisible People” pp. 965-981

Denise Murray, “Whose Standard?”

Th 10/14 – Shilpa Davé, “Apu’s Brown Voice”

Gender & Sexuality

T 10/19

Stuart Hall, sections 4.2-4.3 (Power & Fantasy, Fetishism & Disavowal) of “The Spectacle of the Other,” pp. 262-269.

Anne McClintock, excerpt from “No Longer in a Future Heaven”

Th 10/21

Sarah Banet-Weiser, “Representational Politics of the National Body”

F 10/22 **Research Paper 1 Due**

Gender & Sexuality, cont.

T 10/26

Chavez book, Chs. 3 & 4

Th 10/28

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

Gender & Sexuality, cont./Latino Threat

T 11/2

Adia Harvey-Wingfield & Joe Feagin, “The Cool Black Man vs. The Fist-Bumping Socialist”

Th 11/4

Chavez book, Ch. 6

Additional reading TBA

Black Civil Rights Movement

T 11/9

Exam #2

Th 11/11

Sasha Torres, “In a Crisis We Must Have a Sense of Drama: Civil Rights and Televisual Information”

Black Civil Rights Movement, cont./Marketing National Identity

T 11/16

Jennifer Fuller, “Debating the Present Through the Past”

Th 11/18

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

Marketing National Identity, cont.

T 11/23

Anita Mannur, “Model Minorities Can Cook”

Th 11/25

Thanksgiving – no class

Identity & Resistance

T 11/30

Chavez book, Ch. 7, epilogue

Th 12/2

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

F 12/3 **Final Research Paper Due**

Exam 3

Your assigned final exam time is **Thursday, December 9, 2-5pm**. Plan to be present.