

Comm 5221: Media, race, and identity

Fall 2016

Prof. Gil Rodman (rodman@umn.edu) office hours (Ford 284): TuTh10-11a, 12:30-1:30p and by appointment

Course description and objectives

Racial prejudice and institutional racism remain significant problems in the US today. Whatever advances have been made over the years with respect to racial politics, the US remains a nation deeply divided along racial faultlines, and race continues to matter tremendously when it comes to the distribution of education, jobs, housing, healthcare, justice, political power, and then some.

One of the most significant arenas where racial politics manifest themselves in US culture is the mass media. We will spend the semester studying the ways that this thing we call “race” both shapes and is shaped by a variety of media practices and policies. In particular, we will examine:

- the social construction of race and racial identity,
- the nature of racial identity formation and self-awareness,
- the public discourses around racial/ethnic assimilation and integration,
- the politics of media representation and invisibility,
- the history of interracial cultural borrowing and theft,
- the interplay between media and government institutions with respect to maintaining racial hierarchies,
- the vexed question of racial ambiguity and hybridity, and
- the variability of racial formations across different geopolitical contexts.

Few (if any) of the questions we’ll address this semester have easy answers. If simple solutions were truly effective in eliminating racism, it would have disappeared decades (if not centuries) ago, and there would be no need for courses such as this one. As such, soundbite approaches to these issues (e.g., “can’t we all just get along?” or “let’s just pretend race doesn’t exist”) will not serve you well, and a crucial part of your task this semester will be to think critically and complexly about the role of race and media in contemporary society.

Readings

The required books are available at the University Bookstore in Coffman Union.

- Ta-Nehisi Coates, *Between the World and Me*
- Gilbert B. Rodman (ed.), *The Race and Media Reader*

Other required readings will be made available via the course website.

Students who choose to pursue a Senior Project in connection with this course are strongly encouraged to use the recommended book as a helpful guide for conceiving, planning, researching, and writing their projects:

- Wayne C. Booth *et al.*, *The Craft of Research* [third edition]

Requiring you to buy a book for which I will receive royalties -- even tiny ones -- is an awkward thing to do. To avoid profiting from such sales, for every student on the roster as of 20 Sep, I will donate \$5 (i.e., more than the royalties I’ll actually receive) to a non-profit organization of the class’ choosing. That organization should:

- fit the theme of the course clearly and directly
- not be an organization that anyone in the class actively works/volunteers for

Moodle

If you are on the course roster, you should already have access to the course’s Moodle site. Point your web browser to the U’s main Moodle page (<https://ay16.moodle.umn.edu/>), log in using your University X.500 ID, and select the “COMM5221_001F16” link from the “My Courses” menu in the “Navigation” box. We will use Moodle for several things this semester:

- a graded course blog where you will contribute posts and comments about the course material
- access to our required non-book readings
- a repository for various media examples relevant to our required readings
- occasional business-related announcements about the course
- nominations for the non-profit organization described in “Readings” above

More information on Moodle can be found at <http://it.umn.edu/course-management-system-moodle-related/students>

Graduate students

If you are a graduate student, the basic rules in this syllabus vary slightly for you:

- Unless we make an explicit agreement to the contrary, you are required to attend all regular class meetings and do all the assigned readings.
- We will hold extra meetings every 3-4 weeks (dates and times to be determined) to discuss additional graduate-level readings (also to be determined). These extra meetings and readings are both required.
- Your only required written assignment for the course will be to research and write a paper that (a) fits the course theme, (b) is at least 6250 words long and (c) is suitable for submission to a scholarly conference and/or journal. You must meet with me no later than 4 Oct to discuss your proposed paper topic, submit a formal topic proposal no later than 11 Oct, and submit a final version of your paper by 12:30 pm on 22 Dec.
- You're presumably in this course because you have a genuine interest in the subject matter, rather than because you need to fulfill distributional requirements or pad your schedule with extra credit hours. As such, I assume that grades are counterproductive for you, since they encourage you to focus on numbers (e.g., turning an 89 into a 90), rather than on the substantive issues at hand. With this in mind, successfully completing the graduate-level requirements described above will earn you an A for the course. That said, if you are clearly slacking off, I reserve the right to go deeper into the alphabet when I submit final grades.

Undergraduates who believe they can handle the extra work of the graduate-level requirements are welcome to meet with me to discuss the possibility of taking the course with those rules. That meeting must happen no later than 20 Sep, and you should come prepared to convince me that you can perform at graduate student level.

Grades and deadlines

This course follows the University's published standards for A-F grading:

- A: "achievement that is outstanding relative to the level necessary to meet course requirements"
- B: "achievement that is significantly above the level necessary to meet course requirements"
- C: "achievement that meets the course requirements in every respect"
- D: "achievement that is worthy of credit even though it fails to meet fully the course requirements"
- F: "signifies that the work was . . . completed but at a level of achievement that is not worthy of credit."

Final course grades will be calculated using the following schedule:

- Attendance/participation: 25 points maximum
- Course blog: 25 points maximum
- Critical Essays (CEs): 10 points each

You are allowed to "pile on" multiple CEs to help cover shortfalls in other portions of your course grade.

Point totals at the end of the semester will translate to letter grades as follows:

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

- There will be occasional opportunities to earn points via in-class quizzes and/or extra assignments. Such opportunities will be the exception, rather than the rule, and they will not be offered on an individual basis.
- "S/N" grades will only be given to students who have registered for the course on an S/N basis.
- "I" grades will only be given under extraordinary circumstances (i.e., major life emergencies).

Attendance/participation (A/P)

Our class meetings will be structured around discussions, and so you will need to:

- attend class regularly,
- do the required readings carefully, and
- come to class prepared to discuss those readings in thoughtful fashion.

I will do my best to make sure that everyone gets a chance to make meaningful contributions to our conversations. This may mean that I will call on you if you have been exceptionally quiet or, alternately, that I will ask you not to speak for a while if you have been extra talkative and other students' voices have not been heard.

Days when you are “present in name only” (PINO) will result in a 1-point penalty to your A/P grade.. As the name implies, PINO days happen when you are physically present for our scheduled class meetings, but you do not contribute to our discussions in a substantive fashion. This includes (but is not limited to) days when:

- you are present for less than half of a given class meeting,
- you have clearly not done the assigned reading, and/or
- you are primarily a passive spectator in our in-class activities.

Decisions about what counts as a PINO day will be based on my assessment of your in-class performance, and I will email you about any such decision within 24 hours of the class meeting in question.

There is no such thing as an “excused absence” in this course. If you miss class, then you can’t contribute to our discussions, and so you can’t earn A/P points for that day. Significantly late arrivals and/or early departures will result in lower A/P scores for the relevant class meetings.

There are 25 regular class meetings scheduled this semester, each of which allows you to earn up to 1 point toward your A/P grade. The maximum number of A/P points you can earn is 25.

Course blog participation

The blog is an interactive online forum where the class will engage in semi-formal discussions about the major issues raised by the course readings and our in-class conversations. Blog contributions will typically be shorter and less formal than the major writing assignments, but they should still stake out a clear position on a major issue related to the course content, and they should still present persuasive arguments in support of your position.

The course blog can be found using the “Course blog” link on the main page of the course Moodle site. From there, you can start a new thread by clicking on the “Add a new topic” button. You can comment on an existing thread by clicking on the “Discuss this topic” link at the bottom right corner of the box for that thread.

Your blog contributions need to engage -- clearly, directly, and significantly -- with the major issues raised by our required readings and/or our in-class discussions. Posts/comments that (1) are primarily summaries of those readings/discussions, (2) veer off on lengthy tangents about minor facets of the material in question, (3) focus heavily on issues outside of the course content, and/or (4) offer nothing more than statements of simple agreement/disagreement will not count towards your grade.

Your blog contributions will be measured every course week: i.e., the seven-day cycle that begins each Tuesday at 2:30 pm. (N.B.: For grading purposes, the last course week of the semester begins at 2:30 pm on 13 Dec and ends at 12:30 pm on 22 Dec.) During any given course week, there are two ways to earn points:

- You create a post of at least 300 words of thoughtful commentary about the assigned readings and/or our in-class discussions/exercises. You can earn a maximum of 1 point each course week for such posts.
- You create a comment of at least 300 words of thoughtful response to one of your classmates’ posts or comments. You can earn a maximum of 1 point each course week for such comments.

For grading purposes, only your own words count: e.g., quoting 300 words from other people alongside 75 words of your own counts as 75 words, rather than 375. Similarly, if your posts/comments include large amounts of filler prose, only the substantive words will count toward your grade. Any given comment must be substantially different from both your own posts and your other comments: i.e., you don’t earn bonus points for rephrasing claims and arguments you’ve made elsewhere on the blog. Posts/comments shorter than 300 words will not earn points.

There are 15 course weeks in the semester, each of which allows you to earn 0-2 points toward your Course Blog grade. The maximum number of Course Blog points you can earn overall is 25.

Tips

- Do not forget to blog during weeks when we don’t meet in person, since you can still earn blog points then.
- There are no reading-related deadlines for the blog: i.e., you can still earn points for “late” posts/comments on “old” readings, as long as you’re still adding something new to our overall conversation.
- Your comments should be respectful and constructive -- especially if you are disagreeing with something one of your classmates has written.

Critical essays (CEs)

Overview

Any given CE must (1) be at least 1000 words long, (2) consist of a persuasive argument that differs in both theme and content from your other written work for this course (including blog posts/comments), and (3) engage in substantial, thoughtful fashion with at least one of the required readings. You are not allowed to use the same reading in more than one CE unless you do so as an extra reading (above and beyond the required one) in the subsequent CE. An analogous rule applies to the outside sources you use for CEs that require them: i.e., no repetitions allowed except as extra sources. All outside sources must be cited using MLA or APA style.

There are four possible types of CEs:

- Trending Topics (TT)
- Replacement Reading (RR)
- Most Valuable Reading (MVR)
- Least Valuable Reading (LVR)

You are not obligated to submit CEs from all four categories, and -- except for the restriction that you can submit only one each of the MVR and LVR options -- you are free to submit as many CEs as you like. Exactly how many CEs you should submit will depend on (1) your A/P and Course Blog grades, (2) the course grade you're hoping to earn, and (3) the quality of your CEs. As a rough guide, though, most students will need to submit at least 5 CEs in order to pass the course.

Grading

Each CE is worth a maximum of 10 points. CEs that earn grades of D or F will be worth a fixed number of points on a sliding scale: the first such CE you submit will earn 5 points, the second will earn 4 points, and so on. Otherwise CEs will be worth points on a scale proportionate to the grading schedule on page 2 of the syllabus: e.g., a C- paper is worth 7 points, a C paper is worth 7.3 points, and so on.

Rough drafts (optional)

At your discretion, you can submit rough drafts of any TT or RR, and then use my feedback on those drafts to revise and improve them before you submit final drafts. Revised CEs that meet all the following criteria will have 1 point (i.e., the equivalent of a full letter grade) added to their grade:

- you must submit your rough draft by 2:30 pm on 1 Nov,
- your rough draft must fulfill the same wordcount and content requirements as if were your final version,
- your revised CE must demonstrate a good faith effort to incorporate my feedback on your rough draft, and
- you must submit your revised CE by 12:30 pm on 22 Dec.

You can submit rough drafts (and earn bonus points) for multiple CEs, but you cannot submit multiple rough drafts of the same CE. (N.B.: MVRs and LVRs are not eligible for rough draft bonus points.)

If you submit a rough draft but then do not revise it, the "would-have-been" grade that I assign to your rough draft will still count toward your course grade.

Deadlines

The final deadline for all your CEs is 12:30 pm on 22 Dec. Because that deadline coincides with the official final exam date/time for the course, it is firm and non-negotiable. The only potential exceptions to this rule involve situations where you have a documented major life emergency of some sort.

The deadline for CE drafts (which are optional) is 2:30 pm on 1 Nov -- which is also firm and non-negotiable. You can still submit CE drafts after this deadline, but (a) I will not guarantee that feedback on such drafts will arrive in time for you to make suitable revisions before the final deadline and (b) such drafts will not earn bonus points.

Trending Topics (TT)

Pick a contemporary news event and make a well-supported argument explaining how the author of one of our required readings would analyze the event in question. Your chosen news event must meet all the following criteria:

- It must have a clear and direct connection to the course theme.
- It must be significantly different from the main issue at the core of the assigned reading you're using.

- It must appear in your CE via at least one outside source that:
 - was originally published/posted in 2015 or 2016,
 - was not be written/created by an author who's already on our syllabus, and
 - is at least 1000 words long (for printed sources) or 5 minutes long (for audio/video sources).

Some helpful advice for the TT option:

- Remember to focus on how you think your chosen author would respond to the news event in question -- which may not be the same as how you would respond.
- You will want/need to point to evidence of some sort from the required reading to support the claims you're making about how/why the author in question would respond in the way you say s/he would.
- You will have a much easier time writing a high-quality TT if your outside sources are argumentative or analytic in nature, rather than simply descriptive or journalistic.
- In some cases, it may be helpful for you to draw on more than one outside source that addresses the news event in question.

Replacement Reading (RR)

Find a reading (N.B.: for purposes of this CE, audios and videos count as "readings") to add to a future version of this syllabus that replaces one of our current readings. Your essay needs to make a persuasive argument for how/why your chosen reading significantly improves the course in comparison the one you would like to see replaced. N.B.: this argument needs to be more substantial than simply explaining that you don't like the existing reading, or that your suggested reading covers topics that aren't present on the existing syllabus.

Any replacement reading you submit must:

- have a clear and direct connection to the course theme,
- be at least 1000 words long (for printed sources) or 5 minutes long (for audio/video sources),
- not be written/created by an author who's already on our syllabus, and
- not appear on syllabi from previous versions of this course (see <http://www.gilrodman.com/syllabi>)

Along with your essay, you must submit a complete copy of the relevant replacement reading. If your reading is freely available online (e.g., it's not behind a paywall), you simply need to provide the URL. If you are able to send a PDF copy via email, that works as well. In some cases, however, you will need to provide a photocopy of your reading. Copies (digital or otherwise) that are missing pages or illegible will not be accepted.

Some helpful advice for the RR option:

- Think about your argument in relational terms: e.g., how does your chosen replacement reading fit into the rest of the syllabus? What does it add to the course that is an improvement over your chosen reading to delete? Why is your new reading a good replacement for the existing reading in question instead of some other existing reading? Etc.
- Remember that a course with a theme as broad as this one will never be able to include all the major topics/issues that fit that theme. As such, any argument you might make in favor of a new reading needs to do more than simply point out that there's nothing about topic A on the current syllabus, and that your chosen reading fixes that problem. In such cases, you will want/need to make a persuasive case for why topic A deserves to be on the syllabus in place of topic B (i.e., the topic of the reading you'd like to see replaced).
- Choose new readings that match the general size/scope of the existing reading you would like to see replaced. You'll have a hard time making a convincing argument that (for instance) a 1200-word personality profile from a celebrity gossip magazine will work well to replace a 5000-word historical analysis from an academic journal.

Most Valuable Reading (MVR) / Least Valuable Reading (LVR)

[N.B.: Except for the difference between "most" and "least," the basic requirements for these options are identical.]

Pick the one required reading from the syllabus that you found to be the most/least valuable, and write an essay that explains, in persuasive detail, why your chosen reading is the most/least important one in the course. You can only submit one MVR and one LVR, and each of those must select only one reading as the most/least valuable.

For purposes of this option, individual chapters from the *Race and Media Reader* each count as separate readings, even if we read them alongside other chapters for the same class meeting. For the Coates book, each set of page ranges assigned for a single class meeting counts as a single reading.

Some helpful advice for the MVR/LVR options:

- As with the RR option, think about your argument in relational terms: i.e., don't just discuss the particular strengths/weaknesses of a given reading, but make a case for how well it worked (or didn't) in the context of the course as a whole and/or in relation to the rest of the readings on the syllabus.
- Do not base your argument primarily on questions of personal taste. The fact that you found a given reading to be especially easy, difficult, funny, boring, etc. doesn't necessarily affect how valuable it was to the course as a whole.
- Similarly, this is not a popularity contest. The reading that generated the liveliest in-class discussion isn't necessarily the most valuable, and the reading that prompted the least classroom engagement isn't necessarily the least valuable.

General CE advice

- There is no single "right" answer that I look for when I grade CEs. The overall quality of the argument you make in any given CE matters more than the specific position you take. That said, some positions are much harder to defend successfully than others. Whatever position you take should be well supported by (a) the available facts and (b) a persuasive, well-constructed argument.
- Remember that your goal isn't simply to demonstrate that you have an opinion: it's to persuade your reader why your position on the issue at hand is the best one (or, at the very least, a better one than most others). CEs that merely assert a position without arguing it will not meet the requirements of this assignment, and the highest grade they will earn is a D. That same grade ceiling also applies to CEs that focus on extended summary and/or paraphrasing of readings/sources, rather than on making an argument of your own.
- Focus on the main argument(s) in the readings/sources in question. A CE built around a single paragraph from a 20-page article (for instance) will only work well if that paragraph is absolutely central to the article as a whole. If it's a side issue, or if the author's main argument still holds up without that paragraph, then it's not important enough for you to put it at the center of a CE.

Senior project

If you want to fulfill the Senior Project requirement in connection with this course, you must write a well-researched, argumentative essay of 2500+ words on a topic that fits the course's main theme. Because this project results in a separate grade and earns you an extra credit hour, it involves work above and beyond the course requirements.

There are several mandatory deadlines built into the project that should (1) prevent you from procrastinating too much, (2) allow me time to give you constructive feedback, and (3) give you time to act on that feedback:

20 Sep	Register for Comm 3995W-009
27 Sep	Meet with me to discuss your project
4 Oct	Topic proposal / 10-item bibliography
18 Oct	Thesis paragraph draft
8 Nov	Rough draft
22 Dec	Final paper and verification pages

Except for 22 Dec (when the deadline is 12:30 pm), all the deadlines above are at 2:30 pm. They are also all "drop dead" deadlines: i.e., failing to meet any of them (which includes failing to meet their minimum requirements) means that you are no longer eligible to fulfill your Senior Project requirement in this class. Further details about the Senior Project are available on a separate handout.

Paperless (mostly) assignments

With two exceptions, everything you'll submit for a grade this semester must be submitted digitally. Obviously, contributions to the course blog can only happen online. All other written assignments should be submitted as file attachments via email to rodman@umn.edu. Acceptable formats for those assignments are LibreOffice/OpenOffice (.odt), Microsoft Word (.doc or .docx), and Rich Text Format (.rtf). Except as noted below, assignments submitted in other formats (including PDFs and paper) will not be accepted.

Exception #1 involves the copy of any reading you submit in connection to an “Replacement Reading” CE:

- Readings that only exist online should be submitted by including their URLs in your annotations.
- Readings that are readily available as PDFs should be submitted as PDFs.
- All other readings should be submitted as clean, complete photocopies.

Exception #2 involves Senior Project verification pages, which must be submitted in hard copy format.

Academic dishonesty

The following is a partial list of examples of academic dishonesty:

- plagiarism in any of its forms
- copying assignments (in whole or in part) produced by other students
- “double-dipping” (i.e., using the same work to earn more than one grade -- including attempts to reuse work that you have submitted for a grade in some other course)
- having someone else research and/or write substantial portions of any graded assignment for you
- deleting and/or re-editing blog posts/comments after they’ve been placed on the course Moodle site
- knowingly assisting someone else in their efforts to engage in any of the above practices

The minimum penalty for academic dishonesty is a zero for the assignment in question. Put bluntly, the risks are high (most plagiarism cases are very easy to identify), the penalties are higher (as severe as expulsion from the University), and the potential benefits are usually trivial (e.g., you get a “free” blog post that might turn a course grade of C into a C+). More crucially, the time and effort it takes to engage in “good” (i.e., undetectable) plagiarism is probably more time and effort than it would take to do the assignment in question the honest way.

Some helpful resources to avoid academic dishonesty include:

- <http://oscai.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>
- <http://www.gilrodman.com/2015/03/01/how-to-plagiarize-well-tips-for-my-undergraduates-rerun-sunday/>

Miscellaneous

- Our discussions will cover topics that are likely to evoke strong differences of opinion. I don’t expect our class meetings to produce unanimous agreement about those topics, but I do expect our discussions to be characterized by mutual respect and collegiality. Strong opinions are acceptable; verbal bullying and personal attacks, on the other hand, will not be tolerated under any circumstances.
- Significant disruptions of the normal flow of course-related business -- e.g., using cell phones in class, excessive side chatter, premature leave-taking behavior -- may result in grade penalties.
- You may make audio and/or video recordings of class meetings for your personal use, provided you do so without disrupting the ordinary flow of the class. The purchase and/or sale of either written notes or recordings of class meetings is strictly prohibited.
- I will make every reasonable effort to accommodate students’ needs relating to religious holidays and/or documented disabilities. By University policy, you must provide written notice (for religious holidays) and/or official documentation (for disabilities) with enough lead time for accommodations to be arranged.
- University policy prohibits sexual harassment as defined in the December 1998 policy statement (see <http://policy.umn.edu/hr/sexualharassment>). Questions or concerns about sexual harassment should be directed to the Office of Equal Opportunity and Affirmative Action (274 McNamara).

Reading/assignment schedule

[Readings should be completed prior to the dates listed. Readings with asterisks can be found on our Moodle site.]

6 Sep no reading

8 Sep ***this syllabus

***“How to Do Well in This Course”

American Anthropological Association, “Statement on ‘Race’” (*RMR* ch. 1)

Tatum, “Defining Racism” (*RMR* ch. 3)

McIntosh, “White Privilege” (*RMR* ch. 4)

- 13 Sep** Omi & Winant, "Racial Formation" (*RMR* ch. 2)
Hall, "The Whites of Their Eyes" (*RMR* ch. 5)
- 15 Sep** ***Coates, "The Case for Reparations"
***Coates, "The Black Family in the Age of Mass Incarceration"
- 20 Sep** **Senior Project deadline #1 (register for Comm 3995W-009)**
***Lipsitz, "Bill Moore's Body"
Lipsitz, "*Lean on Me*" (*RMR* ch. 7)
- 22 Sep** Ontiveros, "No Golden Age" (*RMR* ch. 6)
Newman, "The Forgotten Fifteen Million" (*RMR* ch. 9)
- 27 Sep** **Senior Project deadline #2 (meeting)**
hooks, "Representing Whiteness in the Black Imagination" (*RMR* ch. 8)
Jhally & Lewis, "White Responses" (*RMR* ch. 10)
- 29 Sep** Rose, "Fear of a Black Planet" (*RMR* ch. 11)
- 4 Oct** **Senior Project deadline #3 (topic proposal/bibliography)**
Graduate Student Project deadline #1 (meeting)
McLeod, "Copyright, Authorship and African-American Culture" (*RMR* ch. 12)
Jafa, "My Black Death" (*RMR* ch. 13)
- 6 Oct** Rodman, "Race . . . and Other Four Letter Words" (*RMR* ch. 14)
***Hayes & Rodman, "Thirteen Ways of Looking at a Black Film"
- 11 Oct** **Graduate Student Project deadline #2 (topic proposal)**
Shimakawa, "Mind Yourself" (*RMR* ch. 15)
Bird, "Imagining Indians" (*RMR* ch. 16)
- 13 Oct** ***Littler, "#Damonspaining and the Unbearable Whiteness of 'Merit'"
- 18 Oct** **Senior Project deadline #4 (thesis paragraph draft)**
Chvany, "Do We Look Like Ferengi Capitalists to You" (*RMR* ch. 17)
Dyer, "The Light of the World" (*RMR* ch. 18)
- 20 Oct** Gray, "Jazz Tradition, Institutional Formation, and Cultural Practice" (*RMR* ch. 19)
- 25 Oct** Farred, "Phantom Calls" (*RMR* ch. 20)
McBride, "Why I Hate Abercrombie & Fitch" (*RMR* ch. 21)
- 27 Oct** Dyson, "Unnatural Disasters" (*RMR* ch. 22)
Lipsitz, "The Hip Hop Hearings" (*RMR* ch. 23)
- 1 Nov** **Critical Essay draft deadline (optional)**
Stabile, "Criminalizing Black Culture" (*RMR* ch. 24)
Williams, "The Distribution of Distress," (*RMR* ch. 27)
- 3 Nov** Hall, "Old and New Identities, Old and New Ethnicities" (*RMR* ch. 25)
Anzaldúa, "How to Tame a Wild Tongue" (*RMR* ch. 28)
- 8 Nov** **NO CLASS**
Senior Project deadline #5 (rough draft)

- 10 Nov** **NO CLASS**
- 15 Nov** Sharma, "Taxi Cab Publics and the Production of *Brown Space* After 9/11" (*RMR* ch. 29)
***Sammond, "Biting the Invisible Hand"
- 17 Nov** Yu, "How Tiger Woods Lost His Stripes" (*RMR* ch. 30)
Piper, "Passing for White, Passing for Black" (*RMR* ch. 31)
- 22 Nov** Bell, "Racial Realism -- After We're Gone" (*RMR* ch. 32)
- 24 Nov** **NO CLASS -- THANKSGIVING**
- 29 Nov** Berlant, "The Face of America and the State of Emergency" (*RMR* ch. 33)
- 1 Dec** Awkward, "Burying Don Imus" (*RMR* ch. 34)
- 6 Dec** Coates, *Between the World and Me*, pp. 1-71
- 8 Dec** Coates, *Between the World and Me*, pp. 72-152
- 13 Dec** **NO CLASS**
- 22 Dec** **Final deadline for ALL written work**
(12:30 pm)