

Comm 5221: Media, race, and identity

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Spring 2016

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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.

Bear in mind that 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 final papers:

- 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, I will donate \$5 (i.e., more than the royalties I'll actually receive) for every student on the roster as of 2 Feb 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://ay15.moodle.umn.edu/>), log in using your University X.500 ID, and select the "COMM5221_001S16" 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 mutual agreement to the contrary, you are required to attend all regular class meetings, do all the assigned readings, and make weekly contributions to the course blog.
- 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.
- You are *not* required to submit Critical Essays or Student-Provided Readings. Instead, your major assignment will be to research and write a final 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 *16 Feb* to discuss your proposed paper topic, submit a formal topic proposal no later than *23 Feb*, and submit a final version of your paper by *12:30 pm on 13 May*.
- 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 *2 Feb*, 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.”

You can choose between one of two grading systems: (1) a percentage-based system or (2) a pile-it-on system (which is the default choice). If you wish to complete the course using the percentage-based system, you must notify me *via email* by 1:00 pm on *4 February*. After that time, you *cannot* change your grading system.

In both systems, 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).

Percentage-based system

Final course grades will be calculated using the following schedule:

- Attendance/participation: 25%
- Course blog: 20%
- Student-Provided Readings (SPRs): 5% (2 @ 2.5% each)
- Critical Essays (CEs): 50% (5 @ 10% each)

Pile-it-on system

You earn points toward your final course grade as follows:

- 1 point for every class period that you attend that is not a PINO day (see "Attendance/participation" below)
- 1-1.5 points for every course week that you make gradeworthy contributions to the course blog
- 2.5 points for every gradeworthy Student-Provided Reading (SPR) you submit
- a variable number of points for every Critical Essay (CE) you submit

Choosing the best system for you

Each system offers specific advantages, and each has specific drawbacks. Which one is best for you depends on whether you perform better with more structure or more flexibility.

- The percentage-based system is closest to what you've seen in most of your classes before. There are 100 points available, with a fixed percentage of those points allotted to specific assignments. This system includes firm deadlines. If you prefer structure to flexibility, this is probably the best system for you. Its major drawbacks are that (1) it is less forgiving of missed deadlines, and (2) it offers fewer opportunities to recover from low grades on individual assignments.
- The pile-it-on system is probably not one you've encountered before. In theory, there is no limit to the number of points you can earn: as long as you keep submitting gradeworthy work, you can keep adding points to your total. This system includes very few deadlines and it gives you more control over which assignments you use to earn the bulk of your grade. If you prefer flexibility to structure, this is probably the best system for you. Its major drawback is that it is less forgiving of procrastination.

Grade disputes

By University rule, David Tucker does not have the authority to change grades that I have assigned. I will only change grades that he has assigned if all the following conditions apply:

- You must first make a good-faith effort to resolve the issue directly with David.
- You need to provide me a copy of the graded assignment.
- You must email me a clear, detailed explanation for why you believe you deserve a higher grade.

In the event of such disputes, I will regrade your work myself and the new grade -- regardless of whether it's higher, lower, or the same -- will be your final grade for that assignment.

Deadlines

All the major written assignments for this course (SPRs, CEs, and Senior Projects) involve work that you can -- and should -- start well in advance of their respective deadlines. If you are waiting until the night before those deadlines to begin those assignments, you are probably not taking them seriously enough to do well on them. All those deadlines are firm, and no late work will be accepted. The only potential exceptions to this rule involve situations where you have a documented major life emergency of some sort.

Attendance/participation (A/P)

Our 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. This may also mean 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.

Significantly late arrivals and/or early departures will result in lower A/P scores for the affected class meetings.

Days when you are “present in name only” (PINO) will cost you grade points. As the name implies, PINO days are days when you are physically present for our scheduled class meetings, but where you do not contribute to our discussions and/or exercises 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,
- you are primarily a passive spectator in our in-class activities, and/or
- your contributions to our discussions are superficial enough for me to believe that you have not done the required reading with the proper level of care and attention.

Each PINO day will result in a 1-point penalty assessed against your A/P grade. As such, you’re better off missing class than you are trying to bluff your way through discussions for which you are unprepared. 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.

Percentage-based grading system

There are 30 regular class meetings scheduled this semester, each of which allows you to earn 1 point toward your A/P grade. The maximum number of A/P points you can earn in the percentage-based system is 25.

Pile-it-on grading system

There are 30 regular class meetings scheduled this semester, each of which allows you to earn 1 point toward your A/P grade. The maximum number of A/P points you can earn in the percentage-based system is 30.

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 Critical Essays, 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 1:00 pm. (N.B.: For grading purposes, the last course week of the semester begins at 1:00 pm on 3 May and ends at 12:30 pm on 13 May.) To earn credit for any given week, you must post at least 300 words of thoughtful commentary during that week about the assigned readings and/or our in-class discussions/exercises. Acceptable contributions can include new posts and/or comments on existing posts, and they can be spread over multiple posts/comments. For assessment purposes, only your own words count: e.g., quoting 300 words from the reading alongside 75 words of your own counts as 75 words, rather than 375. Similarly, if your posts/comments include significant amounts of empty/filler prose, only the substantive words will count toward your grade.

You will earn 1 point for every course week in which you meet the requirements described above. You will earn an additional 0.5 points for every course week in which you meet all the following criteria:

- you contribute 300+ gradeworthy words as blog post(s) of your own.
- you contribute 300+ additional gradeworthy words as comments responding to your classmates.
- 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.
- your comments need to be respectful and constructive -- especially if you are disagreeing with something one of your classmates has written.

Percentage-based grading system

There are 16 course weeks in the semester, each of which allows you to earn 1.5 points toward your Course Blog grade. The maximum number of Course Blog points you can earn in the percentage-based system is 20.

Pile-it-on grading system

There are 16 course weeks in the semester, each of which allows you to earn 1.5 points toward your Course Blog grade. The maximum number of Course Blog points you can earn in the percentage-based system is 24.

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/material, as long as those "late" posts/comments manage to add something new to our overall conversation about those "old" readings/material.

Critical essays (CEs)

The goal of this assignment is for you to take a clear stand on a significant issue related to the course material and to make an extended, persuasive *argument* in support of your chosen position. Any given CE must:

- be at least 1000 words in length,
- engage in critical (i.e., thoughtful and analytical) fashion with the major issues raised by one or more of our required readings, and
- be substantially different -- in both theme and content -- from both your blog posts/comments and any other CE that you submit.

There are many different approaches that can produce strong CEs. Our assigned readings vary a great deal, your assessments of them may vary a great deal, and so the types of essays that you write in response to them may vary a great deal. That said, the three most common options for how to approach CEs are described below.

Option #1 involves arguing against a major claim/argument presented in a given reading. Explain why the author in question is wrong and what a more appropriate way of looking at the issues might be. (N.B.: This approach works best if you actually have a well-reasoned counter-argument to make, rather than disagreeing with the author simply for the sake of doing so.)

Option #2 involves taking a major argument from a given reading and applying it to a new topic: e.g., "Given what author X says about topic A, s/he would most likely make the following argument about topic B," where "topic B" (a) still fits the course theme, and (b) is *different* from "topic A" in *significant* ways, but (c) is a topic that author X doesn't discuss. (N.B.: This approach works best if you recognize that author X's argument will need to be modified when applied to a new topic.)

Option #3 involves using one (or more) of our required readings to help you make a critical response to an *outside* source (e.g., a journal article, a blog post, a news report) related to the main themes of the course. Any outside source you use in this context must meet *all* the following criteria:

- it must have been published in 2015 or 2016
- it must be at least 1000 words long
- it must be publicly accessible (e.g., no unpublished essays, no blog posts hidden behind paywalls)
- it cannot be written by a current UMN student or employee, or a member of your immediate family
- it cannot be written by the same author(s) who wrote the required reading(s) you are using for your CE
- it must engage substantially with a *major* social, cultural, and/or political issue related to the course theme

You *must* provide full and accurate citations (in either APA or MLA style) for all outside sources you use. You cannot use the same outside source for more than one CE. (N.B.: This approach works best if your CE still spends as much time/space addressing the required reading as it does the outside source.)

The options above are *not* exhaustive -- there are other approaches to this assignment that can work well -- but if you feel inspired to try some other approach, it would be wise to consult with me in advance.

Percentage-based grading system

You must submit five CE's over the course of the semester that meet the criteria above. There are four deadlines for your CE's: 18 Feb, 10 Mar, 14 Apr, and 10 May. You must submit at least one CE prior to 11:15 am on each deadline, except for 10 May, when the deadline is 10:00 am. These are all "drop dead" deadlines: i.e., unless you have a documented major life emergency, missing a deadline earns you a 0 for the CE(s) due then.

Your grade for any given CE will be calculated as a percentage of its maximum value (which is 10 points): e.g., a CE that earns a B- is worth 8 points ($0.8 \times 10 = 8$), a CE that earns a D is worth 6.3 points ($0.63 \times 10 = 6.3$), etc. CE grades under this system do not vary based on their length: e.g., a 1500-word CE that earns an A- is worth the same number of points (9) as a 1000-word CE that earns an A-.

Pile-it-on grading system

You can submit as many CE's as you want that meet the criteria above. Most students will need to submit ~5000 words worth of CE's in order to pass the course. The only deadline for CE's is 12:30 pm on 13 May.

Your grade for any given CE will be based on both its quality and its length. Its maximum point value will be 1 point for every 100 words in length. Its actual point value will be the percentage of its maximum value that corresponds to its letter grade: e.g., a 1300-word CE that earns a grade of B- will be worth 10.4 points (13×0.8). Additionally:

- When I calculate the maximum point value for CE's, I will not use fractions, nor will I round up: e.g., a 1472-word essay is worth a maximum of 14 points.
- Regardless of their length, CE's 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.

Tips

- CE's that merely assert a position without arguing it or that are primarily summaries/paraphrases of the reading(s) will not meet the requirements of this assignment, and the highest grade they will earn is a D.
- 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).
- There is no single "right" answer that I look for when I grade CE's. 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.
- Focus on the main argument(s) in the readings/sources in question (rather than trivial side issues), and make sure that your CE does more than simply summarize or rephrase those arguments.
- Tailor your CE's to make the strongest argument you can in support of your thesis, rather than aiming for a high word count. This is especially important advice if you are using the pile-it-on system. Making an essay longer does not necessarily make it stronger. If you're simply adding words to boost the length-multiplier part of your grade, you may be weakening your argument enough to earn a lower point total than if you'd submitted a shorter, stronger essay.

Student-provided readings (SPRs)

You must locate and provide at least one reading (students using the percentage-based system must submit two such readings) that will potentially be added to our syllabus. For each of your SPRs, you must submit two things:

- A clean, complete, legible copy of the reading. If a PDF copy is available, that is ideal. In many cases, however, you will need to provide a photocopy (single-sided and on white 8.5"x11" paper) of your reading. If your reading is available online (e.g., a blog entry, a podcast, a YouTube video), then the URL should suffice. Copies (digital or otherwise) that are missing pages, excessively marked up, or otherwise illegible will not be accepted. Any reading you submit must:
 - be at least 1000 words long
 - clearly fit the course theme
 - serve as a useful starting point for a productive in-class discussion.

Any online reading you submit:

- must be available for free,
- must not be located behind any password barriers (except for the ordinary UMN X.500 ones),

- must be submitted with a URL that points directly to the reading in question, and
- must not require additional instructions to explain which piece of the linked material is actually required.

The following types of SPRs will not be accepted:

- readings by authors that are already represented on our syllabus
- readings found on syllabi from previous versions of this course (see <http://www.gilrodman.com/syllabi>)
- A 300+ word annotation. Your annotation must include three things:
 - a full and proper citation (in APA or MLA style) for the reading in question,
 - a brief, accurate summary of the reading's major claims/arguments, and
 - a brief, persuasive argument for why the reading in question is worth making the whole class read.

Each annotation must be at least 300 words (not including the required citation). The summary portion of your annotation must consist primarily of your own words: i.e., extended quotes from the actual reading are not appropriate. The argumentative portion of your annotation should be longer than the summary portion, and it should offer a detailed rationale for adding the reading in question to the syllabus. Vague rationales such as "this is a very smart article" or "this essay offers important information" are not appropriate. Similarly, additional summary (e.g., "this article should be added to the syllabus because it says the following three things . . .") does not count as a persuasive rationale.

All SPRs are due no later than 1:00 pm on 31 Mar. The required readings for 26 Apr-5 May will be selected from the various SPRs submitted, and uploaded to the course Moodle site no later than 19 Apr.

Percentage-based grading system

You will earn 2.5 points for each of the first 2 SPRs you submit that meets the requirements described above. (You are welcome to submit more than 2 SPRs -- especially if you are concerned that one or more of your submissions may not meet the assignment's requirements -- but you can only earn credit for 2 of those.) Submissions that do not meet all the requirements above will not earn grade points.

Pile-it-on grading system

You will earn 2.5 points for every SPR you submit that meets the requirements described above. Submissions that do not meet all the requirements above will not earn grade points.

Tips

- Argumentative/academic readings fit this assignment much better than descriptive/journalistic ones.
- Readings should provide enough context and/or background information on their topics to make sense on their own. Op/ed columns and blog posts that are written with current events/controversies in mind don't always do this sort of work, and so they may not always be productive choices for this assignment (especially if those columns/posts are old enough that the event in question isn't likely to be intelligible to your classmates without additional details).
- The most common stumbling block that students have with this assignment is that their annotations provide weak rationales. A good rationale will speak clearly and directly to the substance of the reading in question and to its value as a requirement for the class as a whole. Vague "rationales" that could describe any SPR (e.g., "this article should be added because it relates to the course theme and it would be interesting to see what the class thinks about it") will not suffice.
- Think about SPRs in relation to existing readings on the syllabus, and how your SPRs might extend, challenge, and/or critique those readings.

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 us time to give you constructive feedback, and (3) give you time to act on that feedback:

2 Feb	Register for Comm 3995W-006
9 Feb	Meet with me to discuss your project
16 Feb	Topic proposal / 10-item bibliography
1 Mar	Thesis paragraph draft
29 Mar	Rough draft
13 May	Final paper and verification pages

Except for 13 May (when the deadline is 12:30 pm), all the deadlines above are at 1:00 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, course blog contributions can only happen online. CEs, annotations for SPRs, and (almost) all Senior Project work 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 as an SPR:

- 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 <https://diversity.umn.edu/eoaa/>). 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.]

19 Jan	no reading
21 Jan	***this syllabus ***"How to Do Well in This Course" American Anthropological Association, "Statement on 'Race'" (<i>RMR</i> ch. 1) Tatum, "Defining Racism" (<i>RMR</i> ch. 3) McIntosh, "White Privilege" (<i>RMR</i> ch. 4)
26 Jan	Omi & Winant, "Racial Formation" (<i>RMR</i> ch. 2) Hall, "The Whites of Their Eyes" (<i>RMR</i> ch. 5)
28 Jan	***Coates, "The Case for Reparations" ***Coates, "The Black Family in the Age of Mass Incarceration"
2 Feb	Senior Project deadline #1 (register for Comm 3995W-006) Decision deadline for grading option ***Lipsitz, "Bill Moore's Body" Lipsitz, " <i>Lean on Me</i> " (<i>RMR</i> ch. 7)
4 Feb	Ontiveros, "No Golden Age" (<i>RMR</i> ch. 6) Newman, "The Forgotten Fifteen Million" (<i>RMR</i> ch. 9)
9 Feb	Senior Project deadline #2 (meeting) hooks, "Representing Whiteness in the Black Imagination" (<i>RMR</i> ch. 8) Jhally & Lewis, "White Responses" (<i>RMR</i> ch. 10)
11 Feb	Rose, "Fear of a Black Planet" (<i>RMR</i> ch. 11)
16 Feb	Senior Project deadline #3 (topic proposal/bibliography) Graduate Student Project deadline #1 (meeting) McLeod, "Copyright, Authorship and African-American Culture" (<i>RMR</i> ch. 12) Jafa, "My Black Death" (<i>RMR</i> ch. 13)
18 Feb	Critical Essay #1 deadline (percentage system only) Rodman, "Race . . . and Other Four Letter Words" (<i>RMR</i> ch. 14) ***Hayes & Rodman, "Thirteen Ways of Looking at a Black Film"
23 Feb	Graduate Student Project deadline #2 (topic proposal) Shimakawa, "Mind Yourself" (<i>RMR</i> ch. 15) Bird, "Imagining Indians" (<i>RMR</i> ch. 16)
25 Feb	***Littler, "#Damonspaining and the Unbearable Whiteness of 'Merit'"

- 1 Mar** **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)
- 3 Mar** Gray, "Jazz Tradition, Institutional Formation, and Cultural Practice" (*RMR* ch. 19)
- 8 Mar** Farred, "Phantom Calls" (*RMR* ch. 20)
 McBride, "Why I Hate Abercrombie & Fitch" (*RMR* ch. 21)
- 10 Mar** **Critical Essay #2 deadline (percentage system only)**
 Dyson, "Unnatural Disasters" (*RMR* ch. 22)
 Lipsitz, "The Hip Hop Hearings" (*RMR* ch. 23)
- 15 Mar** **NO CLASS -- SPRING BREAK**
- 17 Mar** **NO CLASS -- SPRING BREAK**
- 22 Mar** Stable, "Criminalizing Black Culture" (*RMR* ch. 24)
 Williams, "The Distribution of Distress," (*RMR* ch. 27)
- 24 Mar** Stable, "The Typhoid Marys of the Left" (*RMR* ch. 26)
- 29 Mar** **Senior Project deadline #5 (rough draft)**
 Hall, "Old and New Identities, Old and New Ethnicities" (*RMR* ch. 25)
 Anzaldúa, "How to Tame a Wild Tongue" (*RMR* ch. 28)
- 31 Mar** Sharma, "Taxi Cab Publics and the Production of *Brown Space* After 9/11" (*RMR* ch. 29)
- 5 Apr** **SPR deadline**
 Yu, "How Tiger Woods Lost His Stripes" (*RMR* ch. 30)
 Piper, "Passing for White, Passing for Black" (*RMR* ch. 31)
- 7 Apr** Bell, "Racial Realism -- After We're Gone" (*RMR* ch. 32)
- 12 Apr** Berlant, "The Face of America and the State of Emergency" (*RMR* ch. 33)
- 14 Apr** **Critical Essay #3 deadline (percentage system only)**
 Awkward, "Burying Don Imus" (*RMR* ch. 34)
- 19 Apr** Coates, *Between the World and Me*, pp. 1-71
- 21 Apr** Coates, *Between the World and Me*, pp. 72-152
- 26 Apr** ***readings (SPRs) t.b.a.
- 28 Apr** ***readings (SPRs) t.b.a.
- 3 May** ***readings (SPRs) t.b.a.
- 5 May** ***readings (SPRs) t.b.a.
- 13 May** **Final deadline for CEs, blog posts/comments, and Senior Projects**
(12:30 pm)