

RACE RELATIONS
01:920:306:01
Rutgers University, Spring 2016

Monday, Wednesday 1:10-2:30 pm
212 Murray Hall, CAC
3 Credits

Instructor: Benjamin Foley
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Office: 140 Davison Hall (Douglas Campus)
Office hours: Monday 11:30am-12:30pm or by appointment.

COURSE OVERVIEW

“In order to explain people’s perceptions of racial patterns one would have to look outside the narrow frame of race relations.”

-Emilia Viotti da Costa¹

The course explores the history and context of race in contemporary U.S. society. In doing so we will strive to see past race relations in terms of something exclusively evident in words and attitudes. Instead we explore race politics—where race represents status, agency, and access to resources and economic and social power. From this starting point we will examine how race and racialization processes are entangled with other social structures including gender, class, and nationality.

We focus on contemporary theories including the social construction of race, color-blind racism, critical race theory, post-colonial theory, intersectionality, and media theory. We will then apply these theories to case studies presented in articles and documentaries.

One objective will be to uncover how racial hierarchies are rearticulated over time, utilizing different rationales, justifications, and politics. Another will be to explore lessons in anti-racism, activism and social movements.

CLASSROOM CONDUCT AND LEARNING ENVIRONMENT

1. This class explores issues that might invoke strong emotions. Therefore, you are expected to think openly and critically.
2. You do not have to agree with the readings or others in the class, however you need to approach them with a critical and an open mind. That is, it is important to remember that one should react to ideas and not individuals.
3. You will find that not everyone will agree with you on principles that are important to you, and thus, listening to and engaging with others’ points of view will be a valuable learning experience. Interesting and valuable discussions are best in an environment where everyone is comfortable to openly discuss and question their ideas and thoughts.
4. You are expected to read the assigned material before class in order to meaningfully participate in class discussions, group work and debates.

¹ Emilia Viottie da Costa, *The Brazilian Empire: Mythos and Histories* (Chicago: University Press, 1985), 238. Qtded in Michael George Hanchard, *Orpheus and Power: The Movimento Negro of Rio de Janeiro and São Paulo* (Princeton: Princeton University Press, 1994), 13.

5. This is a class for students who are committed to learning and applying sociological imagination to their daily lives and the texts and are willing to challenge themselves.
I understand that some people might be hesitant to openly discuss issues of race and racism in society; however, in this class we are all responsible for creating a safe environment for intellectual discussion and learning. It is required that you are respectful to others and that you use sociological analyses in your discussions.
6. Disrespect for others and their points of view or ideas will NOT BE TOLERATED. Students who fail to behave and act respectfully will be asked to leave the class.

The Department of Sociology encourages the free exchange of ideas in a safe, supportive, and productive classroom environment. To facilitate such an environment, students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. **Such behavior includes cell phone use, surfing the internet, checking email, text messaging, listening to music, reading newspapers, leaving and returning, leaving early without permission, discourteous remarks, and other behaviors specified by individual instructors.** Such behavior will affect your attendance and participation grade.

Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted. If a student engages in disruptive behavior, the instructor, following the University Code of Student Conduct, may direct the student to leave class for the remainder of the class period. Instructors may specify other consequences in their syllabi. Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings. The University Code of Student Conduct <http://judicialaffairs.rutgers.edu/>

Laptops: If you need to use a laptop you are required to sit in the front rows of the class.

ACADEMIC INTEGRITY

Plagiarism and cheating are considered serious offenses that damage the academic community and integrity. Any case of cheating or plagiarism will be dealt with in accordance to university policy. You are urged to check and be familiar with the “student code of conduct,” in order to know more about what constitutes cheating and plagiarism. <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

If you have any question of what might constitute plagiarism after reading the university policy, please ask.

Attendance:

Perfect attendance* and active class participation/ attentiveness required.

*Up to 2 class absences permitted.

***Lateness is disruptive to the class, so if you are more than ten minutes late, please do not come to the class.**

REQUIRED READINGS AND TEXTS

1. Race and Ethnicity in Society: The Changing Landscape (3rd edition) Hignnibotham and Anderson (eds)
2. Articles on Sakai

EVALUATION AND ASSIGNMENTS

Summary: Assignments/ Points

Film Reviews (5): 35 points

Group Presentation: 10 points

Mid-Term Paper: Written Reflection: 20 points
Final Paper: 30 points
Participation: 5 points
Total: 100 points

ASSIGNMENT DESCRIPTIONS

**Deadlines are to be respected and unexcused late assignments will be subject to penalty.*
*** All assignments due in paper/ hardcopy in class.*
**** Please cite all sources (Author Date, Page #) in the text and provide a list of sources on the last page.*

5 Film reviews: 35 points total

Due* on: February 3, February 17, March 28, April 6, and April 20

Each review should be 1 page (single spaced) . (Longer reviews not accepted)

Directions:

Use pertinent concepts from class to explain how the topic of the film can be understood in terms of race theory. You must either summarize how certain conceptualizations of race were utilized/ presented by the film, or suggest a different conceptualization of the issue. Always cite the author whose theory concept you are using.

Evaluation:

Each review= 7 points.

3 points for your explanation/ definition of the concept/ theory you used in the critique (you must cite the author)

3 points for your application of the concept/ theory to the film/ topic at hand.

1 point for grammar, punctuation, citation of sources, etc

5 required= 35 points total.

*Reviews will be due at the beginning of class.

*Turn in two copies:

1) Paper copy in class

2) Upload copy to sakai. Uploads must be in pdf form.

**Be prepared to discuss your review at the beginning of class.

*** **If you miss class or don't bring a paper copy to class, there is a 2 point deduction.**

Mid-Term Paper: 20 points

Written Reflection: "Race, Privilege and Anger"

Due February 29

3 pages double spaced

*Turn in two copies:

1) Paper copy in class

2) Upload copy to sakai. Uploads must be in pdf form.

Directions

This exercise is divided into two parts:

- First, you will write briefly about how you "discovered" or came to know about your own "race." How did you know what your racial category was and how did you know about "other" racial categories? Did someone tell you? Did you ask?

- Second, conceptualize your reflection using theories and definitions from class. (I'm grading you on your ability to utilize race theories to make sense of your own experience). Always cite the author whose definition you are utilizing, and make sure to explain the concept in your own words.
- Third, you should link the above to a discussion on the ideas of anger, rage, and privilege as discussed by Lorde in "Uses of Anger," bell hooks in "Killing Rage" and "Beyond Black Rage," and McIntosh in "White Privilege." You can choose one or any combination of the concepts and reflect briefly about it.

To make it easier, I have listed a number of questions you might want to consider, however you are free to write about any ideas that struck you in these articles.

Privilege:

- Is it important to recognize different forms of privilege while studying race?
- How does recognizing your own privilege (gender, race/ethnicity, class, physical ability, religion, sexuality, body etc.) help you understand your life and the lives and circumstances of other people? (Choose an example from your daily life and write about how it is a form of unearned privilege).
- What do you think of McIntosh's argument?

Anger/ Rage:

- What do you think of Lorde's and hooks' propositions on anger and rage as something useful and productive? How do they each define anger and rage?
- Do you think anger or rage can be used productively for social change?
- Are there any specific issues that come to mind? (Give examples of issues that you are personally interested in)

*You must cite all sources (Author, Page #) in the text and provide a list of sources on the last page.

Evaluation:

8 points for your reflection
5 points for explanation on concepts / theories
5 points for application of concepts / theories to your example.
2 points for grammar, punctuation, citation of sources, etc.
Total: 20 points.

***You must utilize as many conceptualizations of race/ racialization/ race politics from the readings as necessary. Remember, this paper is your mid-term exam—your opportunity to demonstrate your understanding of the race theories /frameworks for analysis discussed in class.**

All race terms or ideas you mention must be defined and explained clearly (not just quotes, but also explanation). In doing so you should cite particular theorists whose concepts you are applying to your analysis.*

Final Paper: 30 points

*Due May 2.

5-7 pages double spaced

*Turn in two copies:

- 1) Paper copy in class
- 2) Upload copy to sakai. Uploads must be in pdf form.

Evaluation:

7 points for description of topic
10 points for explanation on concepts / theories
10 points for application of concepts / theories to your topic.
3 points for grammar, punctuation, citation of sources, etc.
Total: 30 points.

***You must utilize as many conceptualizations of race/ racialization/ race politics from the readings as necessary. Remember, this paper is your final exam—your opportunity to demonstrate your understanding of the race theories /frameworks for analysis discussed in class.**

All race terms or ideas you mention must be defined and explained clearly (not just quotes, but also explanation). In doing so you should cite particular theorists whose concepts you are applying to your analysis.*

Choose one paper topic:

A. Race and the Media

In this exercise you should pick a TV sitcom or series (it doesn't have to be current) and watch one or two episodes. You could also chose to analyze a movie. Following that, you briefly describe it and discuss the ways in which race issues are brought up or not. How are different groups portrayed? How does it vary by gender and class? You should analyze and pay attention to differences in representation between groups and within one group itself. You should not only look at how whites and non-whites portrayed, however, you should also look at whether there are different depictions among racial groups themselves? Does that differ by gender? Sexuality? Class?

In what ways do the shows reinforce common stereotypes? In what ways do they contradict common stereotypes? Why is it important to pay attention to and analyze how race is framed in films or TV?

*****[Remember to use Media Theory: Stuart Hall, Edward Said, etc]*****

Your analysis should be intersectional that is you take into account: race, ethnicity, class, sexual orientation (or any other attributes that are relevant).

You must also utilize as many conceptualizations of race/ racialization/ race politics from the readings as necessary. All race terms or ideas you mention must be defined and explained clearly (not just quotes, but also explanation). In doing so you should cite particular theorists whose concepts you are applying to your analysis.

***You must cite all sources (Author, Page #) in the text and provide a list of sources on the last page.**

B. Countering Racism and Prejudice

Do a brief research on an anti-racist campaign, activist group or community project in the US (it can range from a blog, website, community project, a campus wide initiative, to a national race awareness project). Describe the importance of possible ways to counter racism in society:

1. Describe what are the goals of the organization, group, campaign or websites.

2. How are they implementing their goals? What resources do they have? How can they be accessed?
3. Do you think this is important? What other aspects should be incorporated?
4. Is intersectionality being taken into account? If not, how would you propose for it to be taken into account?
5. How can you contribute to change?
6. How can learning about race, racism and domination help to counter racism in everyday life?

You must also utilize as many conceptualizations of race/ racialization/ race politics from the readings as necessary. All race terms or ideas you mention must be defined and explained clearly (not just quotes, but also explanation). In doing so you should cite particular theorists whose concepts you are applying to your analysis.

*You must cite all sources (Author, Page #) in the text and provide a list of sources on the last page.

C. Examine a process of race formation

As we have discussed in class, the process of “race formation” is one where representations of people and social structures are organized in a hierarchy according to racialized categories. While this hierarchy is remarkably stable over time, it is continually re-constituted out of a string of distinct but related “historically situated projects.” These “race projects” do the ideological “work” of making the link between hierarchical structure (re)produced by political action or programs, and at the same time a representation of this very same project as apolitical and even natural (See Omi and Winant’s “Race Formation” in H&A p. 36-40).

Research an example of a “race project.” Using concepts of race politics, racialization, and race formation (and others from the course as you see fit), explore how in your case, race or racialized categories are socially constructed. Your case may be contemporary or historical.

You must also utilize as many conceptualizations of race/ racialization/ race politics from the readings as necessary. All race terms or ideas you mention must be defined and explained clearly (not just quotes, but also explanation). In doing so you should cite particular theorists whose concepts you are applying to your analysis.

*You must cite all sources (Author, Page #) in the text and provide a list of sources on the last page.

Group Presentations: 10 points

*For due dates/ list of articles see presentation schedule on Sakai.

Directions:

Work together with two other students to present the material from (an) article(s) labeled “Group Presentations” on the course schedule. You will choose your partner(s) [groups = 3 students] and your presentations topic/ articles on the first day of class.

Feel free to focus your presentation in any way. I just ask that you expand on and teach us about a key concept that we are looking at during the week that you are presenting.

- In other words, **you must not only explain the article, but how it fits in with the theories we have discussed in class.**

The presentation should be 15-20 minutes in length, so narrowing your topic is very important (I.e., you don't need to talk about everything, just ideas that you find useful to understanding race theory). Include in the presentation two discussion questions for the class to think about.

I encourage creativity: including a Power Point presentation, Handouts, Games (puzzles), Poster, brief Skit or Debate!!

Hand In: A one or two paragraph summary. Be sure to explain how the findings in the article fit in with the theories we have discussed in class. One summary per student. Be sure to include a bibliography. Cite your sources!

Evaluation:

- Quality of presentation of material
 - Connection of topic with theories we have discussed in class.
- Discussion questions/ facilitation of class discussion
- One or two paragraph summary written by each group member. This summary must explain the important points in the article(s) and how they relate to topics discussed in class.

Participation: 5 Points

Perfect attendance* and active class participation/ attentiveness required.

*Up to 2 class absences permitted.

***Lateness is disruptive to the class, so if you are more than ten minutes late, please do not come to the class.**

**No Extra Credit. However, if you are concerned about your grade, meet with me to work on the outline for your mid-term and final papers in advance. [See paper outline guidelines on sakai].

COURSE SCHEDULE:

**Deadlines are to be respected and unexcused late assignments will be subject to penalty.*

***The reading list is subject to change during the term as I see fit.*

SOCIAL CONSTRUCTION OF RACE

Week 1

Day 1 Wednesday January 20

- Introduction: Syllabus, course requirements and policies
- Learning Guidelines: What is Race? Ethnicity? How to study Race and Ethnicity?

Week 2

Day 2 Monday January 25

Required Readings:

- Gould, Stephen Jay. "Geometer of Race" (Sakai) (p. 198-202).
- Smedley, Audrey. 1993. "Some Theoretical Considerations," in *Race in North America: Origin and Evolution of a Worldview* (Sakai), (p. 13-35).

Day 3 Wednesday January 27

Required Readings:

- Treitler, Vilna Bashi. *The Ethnic Project*: chapters 1 and 2 (Sakai).

Group Presentations:

- Taylor, Howard. "Defining Race" (H & A) (p. 7-13)
- Graves, Joseph L. "The Race Myth" (H & A) (p. 14-22)
- Ferber, Abby L. "Planting the Seed" (H&A) (p. 24-26)
- Brodtkin, Karen. "How did Jews become White Folks?" (H & A) (p. 28-34)

Week 3

Day 4 Monday February 1

Required Readings:

- Treitler, Vilna Bashi. *The Ethnic Project* Chapter 3: "Ethnic Winners and Losers" (Sakai) (p. 43-65).
- Baldwin, James. "My Dungeon Shook: *Letter to My Nephew on the One Hundredth Anniversary of the Emancipation*" (Sakai) (p. 3-10).

[FILM REVIEW #1 SCREENING]

Documentary:

"Baldwin's Nigger." (1968)

Documentary of James Baldwin and Dick Gregory discussing the Civil Rights Movement in 1960s Great Britain.

Director: Horace Ové

Day 5 Wednesday February 3

FILM REVIEW #1 DUE: "Baldwin's Nigger."

Group Presentations:

- Treitler, Vilna Bashi. *The Ethnic Project*: "The Irish, Chinese, Italians, and Jews: Successful Ethnic Projects" (p. 67-101) (Sakai)

Week 4

Day 6 Monday February 8

Required Readings:

- Lopez, Haney. "Social Construction of Race" (Sakai) (p. 191-200)
- Glenn, Evelyn Nakano. "Citizenship and Inequality" (H & A) (p. 158-164)
- Omi, Michael and Howard Winant "On Racial Formation" (H&A) (p. 36-40)
- Winant, Howard. 1994. "Where Culture Meets Structure" (p. 22-36). (Sakai)

Group Presentations

- Treitler, Vilna Bashi. *The Ethnic Project*: "The Native Americans, Mexicans, and Afro-Caribbeans: *Struggling Ethnic Projects*" (p. 103-136). (Sakai)

COLOR-BLIND RACISM AND PRIVILEGE

Day 7 Wednesday February 10

Required Readings:

- Desmond and Emirbayer. "American Racism in the Twenty-first Century" (H & A) (p. 50-57)
- Gallagher. "Color Blind Privilege" (H & A) (p. 57-61)
- Bonilla-Silva. *Racism without Racists*. Chapter 1 (Sakai) (p.1-11, 15-16)

Group Presentations

- Treitler, Vilna Bashi. *The Ethnic Project*: "African Americans and the Failed Ethnic Project" (p. 140-169) (Sakai).

Week 5

Day 8 Monday February 15

[FILM REVIEW #2 SCREENING]

Documentary:

"No Crossover: The Trial of Allen Iverson." (2010)

Director: Steve James

Day 9 Wednesday February 17

FILM REVIEW #2 DUE: "No Crossover: The Trial of Allen Iverson."

POWER AND PRIVILEGE

Week 6

Day 10 Monday February 22

Required Readings

- McIntosh. White and Male Privilege: Unpacking the Invisible Knapsack (Sakai) (p. 1-6)
- Tatum. Defining Racism (Sakai) (pp. 3-17)
- Strmic-Pawl, Hephzibah V. More Than a Knapsack: The White Supremacy Flower as a New Model for Teaching Racism (Sakai) (p. 192-197).

Group Presentations:

- Nathan, Rebekha. My Freshman Year (H & A) (p. 71-76)
- Spencer, Rainer. Mixed-Race Chic (H & A) (p. 67-70)
- Cofer, Judith Ortiz. The Myth of the Latin Woman: I just met a girl Named Maria (H&A) (p. 62-66)

REACTIONS TO RACISM

Day 11 Wednesday February 24

Required Readings

- Lorde, Audre "Uses of Anger" (Sakai) (p. 124-133)
- bell hooks "Killing Rage" and "Beyond Black Rage" (Sakai) (p. 1-30)

Group Presentations:

- Greiger, Jack. H. "Health Disparities :What Do We Know? What Do We Need To Know? What Should We Do? (H&A 353).
- Hill, Shirley A. "Cultural Images and the Health of African American Women" (H&A 374)
- Bullard, Robert. D. and Beverly Wright. "Race, Place, and the Environment in Post-Katrina New Orleans" (H&A 381).

Week 7

Day 12 Monday February 29

DUE: REFLECTION PAPER

Documentary:

"What's Race Got to Do with It?" (2006)

What's Race Got to Do with It? chronicles the journey of a diverse group of students participating in a 15-week intergroup dialogue program at U.C. Berkeley. As the students share personal stories, debate hot topics, and confront one another about the role race plays in their lives, they make discoveries about their preconceived ideas and assumptions, and in so doing, help us begin to disentangle our own.

Producer: Jean Cheng

CRITICAL RACE THEORY

Day 13 Wednesday March 2

Required Readings

- Delgado and Stefancic. Intro/ Main themes (Sakai) (p. 1-34)

Group Presentations:

- Pager, Devah. The Mark of a Criminal Record (H & A) (p. 412-420)
- Western, Bruce. Punishment and Inequality in America (H & A) (p. 396-400).
- Rumbaut et. al. "Debunking the Myth of Immigrant Criminality" (H & A) (p. 401-407)

Week 8

Day 14 Monday March 7

Required Readings

- Lipsitz, George. 1995. "The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies." *American Quarterly*, (47)3: 369-387 (Sakai)

Group Presentations:

- Lapayes., et al. "A Racio-Economic Analysis of Teach for America" (Sakai)

Group Presentations:

- Alexander, Michelle. "The New Jim Crow" (178-220) (Sakai)

Day 15 Wednesday March 9

Required reading

- Lipsitz, George. "The Possessive Investment in Whiteness: How White People Profit from Identity Politics" (Sakai)

Documentary: (excerpts)

"¡Pa'lante Siempre Pa'lante! The Young Lords" (1996)

Directed by Iris Morales.

In the midst of the African American liberation struggle, protests to end the Vietnam War and the women's movement for equality, Puerto Rican and Latino/a communities fought for economic, racial and social justice. From Chicago streets to the barrios of New York City and the urban centers, the Young Lords emerged to demand decent living conditions and raised a militant voice for the empowerment of Puerto Ricans and other Latino/as in the United States and for the independence of Puerto Rico.

[SPRING BREAK!]

Week 9

Day 16 Monday March 21

Required Readings

- Bell, Derrick. *And We Are Not Saved*. (Sakai): Prologue (13-25), Chapter 1 "The Real Status of Blacks Today" (26-51), Chapter 4 "Neither Separate Schools Nor Mixed Schools" (102-122).

Group Presentations

- Tatum. "Why are the Black Kids Sitting Together?" (H&A) (p. 126-132)
- Chan. "Drawing the Boundaries" (H&A). (p. 133-138).
- Lee and Omi. "Barack Like Me: Our First Asian American President" (H&A) (p. 139-142).
- Wise. "White Like Me: Reflections on Race from a Privileged Son" (H & A) (p. 144-148)

Group Presentations

- Ngai. "Impossible Subjects" (H & A) (p. 192-196)
- Foner. "From Ellis Island to JFK: Education in New York's Two Great Waves of Immigration. (H & A) (p. 197- 202).

- Hirschman and Massey. "Places and Peoples: The New American Mosaic" (H&A) (p. 203-207)
- Between Two Worlds (H &A) (p. 207-210)
- Levitt. "Salsa and Ketchup: transnational Migrants Straddle Two Worlds" (H &A) (p. 178-184)

[FILM REVIEW #3 SCREENING part 1]

Documentary:

"Let the Fire Burn." (2013) (Part 1)

A history of the conflict of the City of Philadelphia and the Black Liberation organization, MOVE, that led to the disastrously violent final confrontation in 1985.

Director: Jason Osder

Day 17 Wednesday March 23

[FILM REVIEW #3 SCREENING part 2]

Documentary:

"Let the Fire Burn." (2013) part 2.

Week 10

Day 18 Monday March 28

■ **FILM REVIEW # 3 DUE: "Let the Fire Burn"**

INTERSECTIONALITY: GENDER, RACE, AND CLASS

Day 19 Wednesday March 30

Required Readings

- bell hooks. 1997 "Cultural Criticism and Transformation" (Transcript of Interview) (Sakai)
- Collins, Patricia Hill. Towards a New Vision (H & A) (p. 216-221)
- Espiritu, Yen Le. Theorizing Race, Gender and Class (H & A) (p. 223-227)

Group Presentations

- García-López and Segura. "They are Testing You All the Time: Negotiating Dual Feminities Among Chicana Attorneys" (H&A) (p. 238-241).
- Coles and Green. "The Myth of the Missing Black Father" (H&A) (p. 228-232)
- Jones. "Between Good and Ghetto" (H&A) (p. 234-237).

Week 11

Day 20 Monday April 4

Required Readings

- Tatum, Complexity and Identity (Sakai) (p. 18-28)
- Nagel Ethnicity and Sexuality (Sakai) (p. 107-125).
- Luibheid, Eithne. Sexuality, Migration and the Shifting Line Between Legal and Illegal Status." (Sakai) (p. 289-309)

[FILM REVIEW #4 SCREENING]

Documentary:

"Hip-Hop: Beyond Beats and Rhymes." (2006)

A hip-hop fan addresses the art form's problems with sexism, masculinity, violence, and homophobia.

Director: Byron Hurt

Day 21 Wednesday April 6

■ **FILM REVIEW #4 DUE: Hip-Hop: Beyond Beats and Rhymes.**

Group Presentations

- Nemoto, Kumiko. Interracial relationships (H & A) (p. 296-299)
- Qian, Zhenchao. Breaking the Last Taboo (H & A) (p. 301-307)
- Feign and Mckinney. The Family and Community costs of Racism (H&A) (p. 283-288)

*POSTCOLONIAL THEORY;
THE MEDIA, POPULAR CULTURE, AND RACIALIZED REPRESENTATIONS
(Historicizing the Present)*

Week 12

Day 22 Monday April 11

Required Readings

- Hall, Stuart. "The West and the Rest: Discourse and Power" (p. 185-189, 201-206) (Sakai).
- Said, Edward. "On Orientalism" (p.1-14) (Sakai)

Group Presentations

- Muhammad. Faith N. How to NOT Be 21st Century Venus Hottentots (H & A) (p. 89-98)
- Molinary, Rosie. Maria de la Barbie (H & A) (p. 99-104)
- Watkins, Craig S. Black Youth and the Ironies of Capitalism (H & A) (p. 83-88).
- Mueller et. al. Unmasking Racism (H & A) (p. 110- 118)
- Springwood and King. "Playing Indian": Why Native American Mascots Must End" (H&A) (p. 105).

Day 23 Wednesday April 13

Required Readings

- Hall, Stuart. "The West and the Rest: Discourse and Power" (p. 206-225) (Sakai).

Group Presentations

- Fong. Why There Are No Male Asian Anchors (Sakai) (p. 1-7)
- Zhou. "Are Asian Americans Becoming White" (Sakai) (p.29-36)
- Simon. Arabs in Hollywood: (http://pages.emerson.edu/organizations/fas/latent_image/issues/1996-04/arabs.htm) (sakai)
- Omi and Lee. "Barack Like Me" (H & A) (p. 139-142)

Week 13

Day 24 Monday April 18

Required Readings

- Hall, Stuart. The Spectacle of the Other. (Sakai) (p. 225-234; 239-253; 257-259)
- Hughey, Mathew. "The Savior Trope and the Modern Meaning of Whiteness" (Sakai) (p. 1-16)

[FILM REVIEW #5 SCREENING]

Film: KONY 2012

Day 25 Wednesday April 20

■ **FILM REVIEW #5 DUE: KONY 2012**

Group Presentations

- Lutz, Catherine A. and Jane L. Collins. "The Photograph as an intersection of Gazes" (Sakai) (p. 187-216)

Week 14

Day 26 Monday April 25

Required Readings

- bell hooks. Beloved Community: A World Without Racism (Sakai) (p. 263-272)
- bell hooks. Where is the Love (Sakai) (p. 215-225)

Group Presentation

- Abu-Lughod, Lila. "Do Muslim Women Really Need Saving?" (Sakai) (783-789)

Group Presentation

- Lutz, Catherine A. and Jane L. Collins. "The Color of Sex: Postwar Photographic Histories of Race and Gender" (Sakai) (p.155-185)

Week 15

Day 27 Wednesday April 27

[No reading: work on final papers!]

Group Presentation

- Johnson and Akram. Race, Civil Rights and Immigration Law after September 11 (H & A 174-177)
- Caikar. "No Longer Invisible: Arab and Muslim Exclusion after Sept 11 " (Sakai) (p. 22-29)
- Tamer, "Arab Americans, affirmative Action and Quest for Racial Identity" (Sakai) (p. 101-128)

Group Presentations

- Pettigrew. Post-Racism? Putting President Obama's Victory in Perspective (H &A) (p. 429-435)
- Ten Ways to Fight Hate (H & A) (p. 444-446).
- Tatum. Embracing a Cross Racial Dialogue (Tatum) (Sakai) (p. 193-206).

Day 28 Monday May 2

■ **FINAL PAPER DUE**