COURSE DESCRIPTION:
The scientific community has proven that we are 99.9% identical on the genetic level, advertising has sold us the idea that ambiguity is desirable, and critical race scholars have articulated how race is a social construction. But it is still common to think of race as biology, inherited traits, and physical appearance; as Matthew Pratt Guterl emphasizes, “Seeing race is making race.” This course will explore how Americans have discerned race merely by looking at others, from portraiture by Rembrandt Peale to Barack Obama’s assertion, “If I had a son, he’d look like Trayvon,” in 2012. Over time, visual culture has changed, retained old meanings, and mirrored itself. Today, in this supposedly post-racial moment, we process more images than ever, scanning, measuring, and categorizing at the same time we frown upon stereotypes. As current events show, these everyday practices have repercussions as serious as life and death.

Because of the images of the future they purvey, we will be paying special attention to science fiction movies (and television shows) since the late 1960s. These works reflect the anxieties of their times, even as they promote colorblind attitudes. They often use visual symbolism to communicate messages about race and racism. And fan activities (cosplay, shipping, social networking) link their sci-fi realms and the current racial climate. Still, the questions we use to analyze the more distant past remain useful for popular culture: How do we train our eyes to see race accurately? What historical precursors inform this process? Which representations have worked in favor of racial equality? Can detecting stereotypes lead to broader, anti-racist practice? This Honors seminar will focus on these questions in discussions and by reading and analyzing a range of interdisciplinary sources.

REQUIRED READINGS:
You will need to purchase these three books at some point before we start discussing them, but feel free to purchase each wherever you like before we begin discussing them.


Shorter readings will be available in .PDF format on D2L. You will also have assigned viewings whose availability will be covered in a separate handout.
COURSE REQUIREMENTS:

▪ Attend class regularly and punctually: More than three unexcused absences will result in losing 10% from one’s final grade. Because of its ability to disrupt class, lateness by more than 15 minutes may result in an unexcused absence. If the occasion arises that I must miss class, I will make arrangements to make up for the missed time; these may include extra assignments, readings, or meeting times.

▪ Read all assigned texts: You have up to fifty pages of reading a week. I will give guidance on how to approach them, but it is up to you to manage your time and come to class familiar with the material.

▪ Participate actively in discussions: Your preparations should help with this. But your perspectives will add unique flavor to our conversations. Laptop use is acceptable, but conspicuous surfing may result in a penalty to your participation and attendance grade. Put away all other devices for the whole class period. Power them down to avoid disruptions from ringing, vibrating, or notifications.

▪ Complete all assignments on time: Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving with 72 hours of unexcused late will receive an “F” (60%).

Students will have two types of assignments over the semester:

▪ Short essays: There will be three 4-6 page papers covering topics from the readings and discussions. Since revision will be a major component, I will reserve assigning grades to them until after you submit the final version.

▪ Discussion leadership: During the term, each student will lead the discussion, introducing a viewing the others have not seen. I will assign your dates to you on the first day of class, plus distribute a handout with more instructions. You will pose open-ended questions, moderate the conversation, and make connections to other material. Plan to lead the discussion for at least thirty minutes. I will offer guidance a week in advance of your dates, and offer support during your date.

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<tr>
<th>Grade Distribution:</th>
<th>Grade Scale:</th>
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<tr>
<td>Essay 1 20%</td>
<td>92-100 A</td>
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<tr>
<td>Essay 2: 20%</td>
<td>90-91 A-</td>
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<tr>
<td>Essay 3: 20%</td>
<td>88-89 B+</td>
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<tr>
<td>Discussion leadership: 15%</td>
<td>82-87 B</td>
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<tr>
<td>Participation 25%</td>
<td>80-81 B-</td>
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<td>78-79 C+</td>
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<td>60-61 D-</td>
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<td>0-59 F</td>
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Academic misconduct: CHEATING AND PLAGIARISM ARE UNACCEPTABLE, AND WILL RESULT IN COURSE FAILURE. If requirements are unclear, or if you find an assignment overwhelming, it is best to consult me beforehand so we can work out something.

UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism.

Cheating includes:
- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam; or,
- Using information or devices that are not allowed by the faculty; such as using formulas or data from a computer program, or using unauthorized materials for a take-home exam; or,
- Obtaining and using unauthorized material, such as a copy of an examination before it is given; or,
- Fabricating information, such as data for a lab report; or,
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or,
- Collaborating with others on assignments without the faculty's consent; or;
- Cooperating with or helping another student to cheat; or,
- Other forms of dishonest behavior, such as having another person take an examination in your place; or, altering exam answers and requesting the exam be re-graded; or, communicating with any person during an exam, other than the exam proctor or faculty.

Plagiarism includes:
- Directly quoting the words of others without using quotation marks or indented format to identify them; or,
- Using sources of information (published or unpublished) without identifying them; or,
- Paraphrasing materials or ideas of others without identifying the sources.

Academic integrity means honesty concerning all aspects of academic work. Students are encouraged to consult with faculty to develop:
- Correct procedures for citing sources of information, words and ideas.
- Ways to properly credit collaborative work with project team or study group members.
- Strategies for planning and preparing for exams, papers, projects and presentations.
- Alternative procedures for quiz/exam conditions in classroom environment where cheating has been observed.

If a student is charged with academic misconduct, there are specific procedures, including the right of appeal, which must be followed by UWM. Sanctions imposed by the university in response to academic misconduct range from reprimands to expulsion. COURSE FAILURE IS LIKELY.
If you are unclear about what constitutes plagiarism or academic dishonesty, please read the pages at the following URL:
http://www.uwm.edu/Dept/OSL/DOS/conduct.html

Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following:
http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf

Religious observances: Policies regarding accommodations for absences due to religious observance are at the following:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm

Students called to active military duty: Details on accommodations for absences due to call-up of reserves to active military duty are at:
http://www3.uwm.edu/des/web/registration/militarycallup.cfm

Incompletes: The conditions for awarding an incomplete to graduate and undergraduate students are at this web page:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf

Discriminatory conduct (such as sexual harassment): Definitions of discrimination. Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade appeal procedures: Procedures for student grade appeal appear here:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm

Final examination policy: Policies regarding final examinations can be found at the following:
http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S22.htm
CLASS SCHEDULE

Week 1 (September 4)
WE: Introduction
Essay 1 assignment: Sightlines
Discussing: Star Wars (1977)

Week 2 (September 9, 11)
MO: Guterl 1-13
WE: Guterl 15-45
Discussing: King Kong (1933)

Week 3 (September 16, 18)
MO: Guterl 60-80
WE: Guterl 81-84, 104-123
Discussing: Predator (1987)

Week 4 (September 23, 25)
MO: Guterl 125-147
Draft essay 1 DUE
WE: Guterl 148-165

Week 5 (September 30, October 2)
MO: Guterl 166-181
WE: Guterl 182-210

Week 6 (October 7, 9)
MO: Kunzru, Hari. “You Are Cyborg”¹
Revised essay 1 DUE
Paper 2 assignment: Appearing-as vs. operating-as

Discussing: Blade Runner (1983)

¹ https://www.wired.com/1997/02/ffharaway/
Week 7 (October 14, 16)

MO: Goldberg, Matt. “Looking Back at Planet of the Apes”

WE: Lockard, Robert. “Everything in Planet of the Apes (1968) Came from These 6 Twilight Zone Episodes”
Discussing: Planet of the Apes (1968)

Week 8 (October 21, 23)

MO: Bernardi, pgs. 1-25
Draft essay 2 DUE

WE: Bernardi 26-44

Week 9 (October 28, 30)

MO: Bernardi 44-68

WE: Bernardi 69-104
Watching & Discussing: “Space Seed” (1967)

Week 10 (November 4, 6)

MO: Bernardi 105-136, 178-183
Revised essay 2 DUE
Paper 3 assignment: Fan responses

WE: Sammy, Marissa. “Star Trek: Into Whiteness”
Discussing: Star Trek: Into Darkness

Week 11 (November 11, 13)

Carrington, Andre. “The Immortal Storm” [D2L]

WE: Discussing: Giant Size X-Men #1 (1975) and Uncanny X-Men #102 (1976)

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5 [https://www.fortressofsolitude.co.za/the-greatest-black-superheroes-of-all-time/](https://www.fortressofsolitude.co.za/the-greatest-black-superheroes-of-all-time/)
Week 12 (November 18, 20)
   MO: Abad-Santos, Alex. “The Outrage over Marvel’s Alleged Diversity Blaming, Explained”
   Draft essay 3 DUE

   WE: Reading & discussing: Saga, Chapter One [D2L]

Week 13 (November 25, 27)
   MO: Nama, Adilifu. 1-27 [D2L]

   WE: Martin, Sara. “Shades of Evil” [D2L]
   Discussing: The Empire Strikes Back (1980)

Week 14 (December 2, 4)
   MO: Wetmore, Jr., Kevin J. “Making the Galaxy Safe for White People” [D2L]

   WE: Brooker, Will. “The Fan Betrayed” [D2L]
   Discussing: The Phantom Menace (1999)

Week 15 (December 9, 11)
   MO: Kornhaber, Spencer. “50 Shades of Rey”
   Revised essay 3 DUE

   WE: Bay, Morten. “Weaponizing the Haters” [D2L]

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7 https://www.vulture.com/2016/06/brian-k-vaughan-saga-comics.html