Course Description:

This class will examine the ways in which racial and ethnic difference has been visualised in the United States. We will explore how images have helped to inscribe difference and cultural identity; and, we will study the work of artists who have created work in various visual media (such as film, video, photography, or print) and in various site-specific spaces (such as museums or performance art events) that analyse and challenge issues of race and ethnicity in the United States.

We will begin by looking at the fundamentals of visual literacy and ask how images “do” things in the world; how visuality is integral to both oppression and empowerment. The class will examine how images naturalize structural patterns of discrimination, as well as how they may be used to confront received notions regarding diversity. The primary goal of the class is to understand both how images work on us and how we might make them work for ourselves differently. The class will, therefore, have a production component. No prior media arts experience is required or expected.

To extend and enhance each student's understanding of transcultural similarities and differences, students will complete 15 hours of service learning in the Milwaukee area. Creative projects will draw from these learning experiences in a way that reflects student’s engagement with diversity, while broadening their cultural and historical perspectives.
SECTION ONE: CATALOGUE DESCRIPTION AND LEARNING OBJECTIVES

Catalogue Description:

Cross-cultural study of U.S. ethnic and racial identities through materials drawn from a variety of media arts practices (e.g. film, photography, new media) with attention to African-, Asian-, Hispanic- and Native- American experiences.

Notes:
Cultures and Communities Prog course; req'd service learning component. Jointly offered with & counts as repeat of Film 150. Prereq: none. Not open to University Special Students

ART 150: Multicultural Course Learning Objectives. Students will be able to:

1. Analyze the ways in which racial and ethnic difference have been visualized in the United States through our application of image “codes” and analysis of “signs” (framing, angle, focus, lighting, costume setting, performance, connotation, denotation) on a variety of media, including photography, film, video, new media and performance art.
2. Understand how images support and disseminate narratives regarding racial and ethnic difference in the United States, and have operated to “naturalize” structural patterns of oppression.
3. Develop media literacy in order to understand and critique narratives regarding racial and ethnic difference in the United States.
4. Analyze how media artists of color have proposed alternative narratives and visions for American history and culture.
5. Write new narratives of cultural diversity through the creation of a multimedia archive and a final digital story based on research and engagement with the service learning site.

ART 150: Multicultural America meets the following Learning Objectives for the Cultural and Communities Certificate Program. Students will be able to:

1. Reflect critically on their own cultural identity and background, connecting personal history to larger social and historical forces.
2. Identify the major cultural groups in American history and discuss their distinct contributions and principal conflicts, especially as these illustrate the impact of inequalities of access, resources, wealth, and/or justice.
3. Distinguish between individual bias and structural oppression, with analysis of specific examples involving diverse social and/or cultural groups.
4. Outline how patterns of migration, immigration, and diaspora emerge from economic and social changes, including how such patterns get expressed in new social formations and cultural activities.
5. Analyze critically the historical and social construction of categories such as “race” and “ethnicity,” their relation to “white privilege,” and their impact on various dimensions of human life, including how such constructions create systematic inequalities between the dominant and the marginalized.
6. Demonstrate a multicultural understanding of artistic works or performances through an ability to analyze and appreciate works from distinctly different cultures and traditions.
7. Collaborate productively and communicate constructively with people from diverse backgrounds.
8. Articulate principles and methods for community service in a pluralistic society, including how such experiences can reinforce the values of democratic citizenship and cross-cultural understanding.
ART 150: Multicultural America meets the following Learning Objectives for the GER Arts Requirements. Students will be able to:

1. Demonstrate comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art.
2. Apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art.
3. Compare and contrast the expressive and formal features of different artistic media and/or cultural traditions; this may be accomplished through an analytic study or as part of an original artistic work.

ART 150: Multicultural America meets the following Learning Objectives for the GER Cultural Diversity Requirements. Students will be able to:

1. Understand and analyze the perspectives, world views, methodologies, and philosophic constructs that the group(s) use(s) to describe, explain, and evaluate its/their experiences over historical time.
2. Investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences.
3. Explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”; reflect critically on how the students’ own culture and experiences influence their knowledge of, and attitude towards, people whose cultural and social identities differ from their own.
4. Articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations.
5. Analyze the role of diversity in the successful functioning of a multiracial democratic society.
6. Delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

ART 150: Multicultural America meets the following UWM System Shared Learning Goals:

1. Knowledge of Human Cultures and the Natural World, including breadth of knowledge and the ability to think beyond one’s discipline, major, or area of concentration.
2. Critical and Creative Thinking Skills including inquiry, problem solving, and higher order qualitative and quantitative reasoning.
3. Intercultural Knowledge and Competence including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
4. Individual, Social and Environmental Responsibility including civic knowledge and engagement (both local and global), ethical reasoning, and action.

ART 150: Multicultural America meets the following Service Learning Goals:

1. To provide an educational experience through your engagement in organised service activities that meet identified community needs.
2. To reflect on the service activity to gain a deeper understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.
SECTION TWO: UWM POLICIES, PROCEDURES, INFORMATION

UWM Policies and Procedures:

The Policies and Procedures for academic misconduct, special accommodations for students with disabilities, accommodations due to religious observances, and for those called to active military duty; as well as for the policies on discriminatory conduct, complaint procedures, and grade appeals can be found here: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Health Insurance:

It is strongly recommended that all students have health insurance that includes emergency room and hospitalization coverage. The UWM Student Association offers a Student Health Insurance Plan http://www4.uwm.edu/studentorg/sa/executive/student_health_insurance.cfm which covers most major medical illnesses or injuries. The University does not provide blanket medical coverage to students. Students are strongly encouraged to secure their own health insurance, either through their parents, the Student Health Insurance Plan or some other program.

Copyright:

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Section 106 of the 1976 Copyright Act generally gives the owner of copyright the exclusive right to do and to authorize others to use their materials. You must get permission to use copyrighted original works of authorship if you plan to make your project available to the public in any way. For more on gaining permission see: http://www4.uwm.edu/ltc/copyright/getting-permission.cfm

Plagiarism:

Plagiarism will not be tolerated. Information on plagiarism and other forms of academic misconduct can be found at http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Drops and Incompletes:

Please see the Registrar’s Calendar for deadlines for drops: http://uwm.edu/registrar/students/dates-deadlines/adddrop-deadlines-chart/.

Incompletes will be considered ONLY for situations in which you are unable, because of illness or other circumstances beyond your control, to complete your course work. You must provide written documentation to the instructor indicating that you were prevented from completing your course requirements. You must complete course work for an Incomplete during the first eight weeks of the next semester of enrolment (excluding summer sessions). Access to department facilities for the purpose of completing course requirements is extended five weeks into the next semester.

Special Needs and Questions:
If you need accommodations in order to meet any of the requirements for this course, please contact me as soon as possible. Feel free to visit me during my office hours to discuss assignments or any questions or comments you have.
SECTION THREE: CLASS INFORMATION, POLICIES AND REQUIREMENTS, GRADES

Readings:

Required Textbook:


All additional readings will be available via the seminar D2L site or on e-Reserve, unless otherwise noted (if they are, for example, online).

Readings must be done for the week in which they are listed.

Software:

Required Software:

WeVideo Premium Plan at $7.00/month (see class schedule for months you will require this access). You must purchase the Premium Plan, the Personal Plan which is free will not give you enough cloud storage or export time.

Additional tutorials will be set from [lydia.com](http://lydia.com) tutorial site.

Equipment:

Required Equipment:

Laptop computer (Windows or Mac). If you do not own a laptop, you may borrow one from the Media Library ([http://uwm.edu/libraries/media/media-equipment-for-loan/](http://uwm.edu/libraries/media/media-equipment-for-loan/)).

Flash Drive (at least 8GB) for media back up and storage. For the WeVideo project also be sure to upload all your media to the WeVideo Cloud.

A cell or smartphone with camera and voice recorder with the ability to upload media to a laptop. You may borrow cameras (still and video) and audio recorders from the Media Library.

In addition you may use Audacity (a free audio and sound editor) [http://audacityteam.org/](http://audacityteam.org/) and Pixlr (a free image editor) [https://pixlr.com/editor/](https://pixlr.com/editor/).

Media:

When available films will be placed on reserve at UWM Media Library, or on D2L, but students are encouraged to make use of rental or online streaming facilities.

Attendance:

All students are expected to come to every class, to come on time, and to have done their Required Readings/Assignments for that class.

If you are not able to attend class due to illness, religious holidays, family circumstances or other issues, please be sure to inform me as soon as possible. An official letter (doctor’s note, court note etc) is required for an excused absence.
After four unexcused absences all further absences will result in a reduction of your final grade by one third (i.e. from A to A-).

**Email Etiquette and Consultations:**

Email is the fastest way to get in contact with me. I will respond within two working days of receipt. Please adhere to basic rules of etiquette and be sure to put your key query or issue in the subject line. My email address is `ridgwayn@uwm.edu`.

I will be available for two hours every week for consultations. As I do not have an office, please email me with your request or catch me after/before class. My hours are MW 10:00-11:00. I can also facilitate meetings outside of my designated office hours.

**Assignments:**

All Assignments will be discussed and an outline and/or rubric will be posted online well before the due date. All Service Learning and Reading Reflections will be undertaken in response to specific prompts and questions. Please be sure to check your D2L site often and in a timely manner.

**Mark Breakdown:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>70</td>
</tr>
<tr>
<td>Service Learning Reflections (4x20)</td>
<td>80</td>
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<tr>
<td>Reading Reflections (5x20)</td>
<td>100</td>
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<tr>
<td>Advert Media Project</td>
<td>50</td>
</tr>
<tr>
<td>Audio-Visual Family History</td>
<td>50</td>
</tr>
<tr>
<td>Milwaukee Marches Media Project</td>
<td>50</td>
</tr>
<tr>
<td>Final Digital Story/Reflection</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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</tbody>
</table>

**Grading:**

Student’s grades will be based on the completion of assignments; their meeting of the expectations laid out in the rubrics provided.

The numerical-letter scale I am working with is as follows:

A (95-100); A- (90-94); B+ (85-89); B (80-84); B- (75-79); C+ (70-74); C (65-79); C- (60-64); D+ (55-59); D (50-54); D- (45-49); F (0-44).

**Credit Hours Information:**

This 3 credit undergraduate GER course meets twice a week for 75 minutes for a total of 37.5 hours of required lecture time. You should expect to take at least 40 hours over the course of the semester to complete the assigned readings. Your service learning should take 15 hours (excluding commuting). You will have a series of writing assignments that you should expect you to take about 22 hours, three smaller digital or multimedia assignments that will require about 5 hours each, and a final project that that you should expect to spend at least 15 hours on.

This class may take 145 hours of your time this semester.
Extra Credit:

Extra Credit is available by attendance at any event that is relevant to the histories, artists, or ideas we encounter in this class, with a submission of a 250 word critique. For example you may attend:

- Beyond Service Learning Workshop
- Union Theater Screenings
- Artist Now Lectures
- Performance/Exhibition Events
- Public Talks and/or Lectures

You may receive up to 5 points per event, for a total of 50 extra credit points over the semester. No extra credit critiques may be submitted after 16 May, 2016.

SECTION FOUR: CLASS AND ASSIGNMENT SCHEDULE

(Please note: This calendar is subject to change depending on the progress of the class and other learning opportunities that may arise during the semester. Note too, that we will be discussing artists and artworks, as well as watching screenings, throughout the semester that challenge stereotypes and provide alternative narratives of U.S. history and culture.)

Monday 01/25 —— Introductions, Course Overview, Assignments and Expectations, and Introduction to Service Learning Placements

Wednesday 02/27 —— Defining Race, Ethnicity and Multiculturalism

Reading: Gregory Jay, "Terms for Multicultural Studies: Defining ‘Race,’ ‘Ethnicity,’ and ‘Nationality’" and “What is Multiculturalism?”

Monday 02/01 —— The Work of Images


Wednesday 02/03 —— Service Learning: CCBLLR Visit

Due: Service Learning Reflection One on D2L at 9:00 am

Discussion and Registration: Service Learning Placements and Expectations

CCBLLR Website

Monday 02/08 —— Signs and Signifiers of Difference

Wednesday 02/10 —— Thinking With (and Against) Visuality

Monday 02/15 — The Work of Stereotypes

Due: Reading Reflection One by 9:00 am on D2L


Wednesday 02/17 — Class Presentations

Due: Advert Media Project on D2L by 9:00 am to be presented in class

Monday 02/22 — Looking at Oneself

Due: Service Learning Reflection Two on D2L by 9:00am


Wednesday 02/24 — Visibility and Identity

Due: Reading Reflection Two by 9:00 am on D2L


Monday 02/29 — Before and After Columbus

Reading: Takaki, “Before Columbus: Vinland,” and “The Tempest in the Wilderness,” (pp. 23-48)


Wednesday 03/02 — The End of Frontier

Reading: Takaki, Chapter 9, “The End of the Frontier: The Emergence of an American Empire.” pp. 209-231

Screening: Two Undiscovered Amerindians Visit the West, Coco Fusco and Guillermo Gomez-Pena (1992-1994)

Monday 03/07 — Project Presentation and Discussion

Due: Family History Project on D2L by 9:00 am, be prepared to show excerpts and discuss them in class.

Wednesday 03/09 — The Migration North

Due: Reading Reflection Three by 9:00 am on D2L


Monday 03/14 and Wednesday 03/16 — Spring Break

Monday 03/21 — Strangers from a Different Shore

Readings: Takaki, Chapter 8, “Searching for Gold Mountain: Strangers from a Different Shore.” pg. 177-205.


Wednesday 03/23 — Challenging Stereotypes


Sandoval, Chela “Chicana/o Artivism: Judy Baca’s Digital Work with Youth of Color” pp. 81-108.

Monday 03/28 — Service Learning Reflection Discussion

Due: Service Learning Reflection Three on D2L by 9:00am

Wednesday 03/30 — Initial Workshop for Final Project/Digital Storytelling

Reading: Lambert, Joe. The Seven Elements of Digital Storytelling

Monday 04/04 — Media Workshop

Please all bring laptops. Introduction to WeVideo and Audacity

Wednesday 04/06 — Milwaukee Marches Assignment Introduction

March on Milwaukee Archive


Wisconsin Historical Society page on “Post-war African-American Migration,”
http://www.wisconsinhistory.org/turningpoints/tp-047/?action=more_essay

http://historynewsnetwork.org/article/145792

Monday 04/11 — Milwaukee Marches Assignment Work Day

Individual consultations to work on Milwaukee Marches drafts.

Wednesday 04/13 — Milwaukee Marches Presentation
Due: Milwaukee Marches Multi-Media Project on D2L by 9:00 am to be presented in class.

Monday 04/18 —— Milwaukee Marches Presentations Continued

Wednesday 04/20 —— Talking About Whiteness


McIntosh, Peggy. Selection from “White Privilege: Unpacking the Invisible Knapsack.”

Monday 04/25 —— Final Project Workshop

Due: Reading Reflection Four by 9:00 am on D2L

Wednesday 04/27 —— Mixed Race, Post-Racial?


ColorLines article: “Don’t Call Them ‘Post-Racial’ – How Young People Actually Think About Race.” https://uwm.courses.wisconsin.edu/d2l/le/content/480989/viewContent/3907719/View

Explore this Website: Visualizing Race, Identity, and Change

Monday 05/02 —— Technology and/of Race

Reading: Chun, Wendy. “Race and/as Technology; or, How to Do Things to Race,” Camera Obscura, 2009 (70.24): 7-34.

Due: Service Learning Reflection Four on D2L by 9:00 am

Wednesday 05/04 —— Digital Natives

Reading: Nakamura, Lisa. “Racism, Sexism and Gaming’s ‘Cruel Optimism’, Nakamura Reading is Online Here

Monday 05/09 —— Media Production Day

Due: Reading Reflection Five by 9:00 am on D2L

Due: First Cut of Final Reflection Project

Bring your laptops, all digital recordings, footage and images must be on WeVideo.

Tuesday 05/17 —— Exam: Short Presentation of Final Projects

Please note that we will be meeting from 10:00 to 12:00 for the final exam presentation.