ART 150: Multicultural America (D) SEC 291 Syllabus & Course Schedule for Spring
A FULLY ONLINE COURSE
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Office Location and Hours: by appointment (via email, telephone, Skype or FaceTime)

Course Description:

This class will examine the ways in which racial and ethnic difference has been visualized in the United States. Students will study how artists from U.S. communities of color (African American, Native American, Asian American, Latino/a American) have created works in film, video, and other visual media to express their experiences and to analyze issues of race and ethnicity in the U.S. from their perspective.

Looking primarily at film and photography, but also other visual "artifacts" (e.g., video, new media, performance, "scripted spaces" such as museums and movie houses) we will explore how images have helped to "inscribe" a diverse range of narratives around cultural identity. We will begin by looking at the fundamentals of media literacy and how images not only speak to us, but also speak to us in a range of "dialects" from bias and oppression to affirmation, empowerment, and democratization.

By tracing the visual markers of difference(s) historically, we will discuss how images have operated both to "naturalize" structural patterns of oppression as well as to critique and challenge received notions regarding diversity. In particular, students will examine how media artists of color have proposed new or alternative narratives and visions for American history and culture.

The goal of the class is to understand both how images work on us and how we might make them work ourselves. To that end, the course features a "hands on" component and students will conduct visual research on cultural diversity, which is then the basis of the final project. No prior media arts experience is required/expected.

PLEASE NOTE: THIS COURSE HAS THE OPTION FOR A SERVICE LEARNING IF YOU ARE DOING THE CULTURES AND COMMUNITIES CERTIFICATE. SERVICE LEARNING IS NOT REQUIRED FOR THIS ONLINE COURSE.

For students who need to complete service learning for the Cultures and Communities Certificate, you will complete between 10-15 hours over the entire semester, in the Milwaukee area. You will work with the Center for Community Based Learning, Leadership and Research (CCBLLR) to coordinate your service learning component. If you are completing the Cultures and Communities Certificate, please contact your instructor immediately.

Both the service learning and multimedia journaling component of the course will provide the student with an opportunity to consider how visual practices and media arts provide unique tools for the "writing" of multicultural histories. Students will be asked to research and visualize multicultural history and to broaden their perspectives on multicultural diversity in everyday life. Each student will be required to construct photo essays or multimedia essays based on these experiences.

Prereq: none. Carries GER-Arts and GER-Cultural Diversity credit.

Required Books and Software:

WeVideo Premium Plan: $7.00/month or $48/year. WeVideo: [http://www.wevideo.com](http://www.wevideo.com). We recommend purchase of the Flex or Personal Plan: The Personal FREE Plan is not FERPA compliant and the plan will not give you enough cloud storage or export time. At this time the Education Plan is not available to UWM students.

Please note: students have the option of using other software for media assignment production but UWM staff and instructors cannot provide technical support for other editing software (iMovie, MovieMaker, Premiere, etc.).

- Additional readings posted as .pdf on D2L (as noted on the syllabus)
- Audacity (free audio and sound editor website link on D2L).
- Pixlr (free image editor website link on D2L).
- TUMBLR (will be used for your multimedia journal).
- Lynda.com software tutorial site

Equipment:

*AS AN ONLINE STUDENT, YOU MUST HAVE ACCESS TO A DESKTOP OR LAPTOP COMPUTER AND RELIABLE INTERNET ACCESS. PLEASE MAKE SURE YOUR COMPUTER HAS ALL REQUIRED UPDATES FOR MAXIMUM FUNCTIONALITY.*

PLEASE CONTACT THE UWM HELP DESK AT 414-229-4040 FOR QUESTIONS ABOUT YOUR COMPUTER UPDATES.

D2L works optimally on Firefox. Please have the most up-to-date version of Firefox and all software.

- Laptop or Desktop computer (Windows or OSX). If you do not own a computer, you can borrow one from the Media Library (link to website on D2L).
- Flash Drive (at least 8 GB) for backup media storage. If you have a personal laptop, create a separate folder for Art 150 media projects.
- A cell or smartphone with camera (still or video) and voice recorder, with the ability to upload media to your laptop or campus computer. If you do not have a portable phone, or a camera and voice recorder on your phone, you can borrow digital cameras and recorders from the UWM Library Media Desk (link to Equipment Checkout polices on D2L).

Course Learning Objectives:

1. Analyze the ways in which racial and ethnic difference have been visualized in the United States through our application of image “codes” (framing, angle, focus, lighting, costume setting, performance) 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 service learning/multimedia journaling.

ART 150: Multicultural America addresses the following UW 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.

GER Arts:
(a) Definition: A branch of learning focusing on the conscious use of skill and creative imagination in the production of artistic objects or performances that stress values that stand outside conventional ideas of utility.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes.

Art 150: Multicultural America fulfills the GER Arts requirement in that students will:
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; and
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.
GER Cultural Diversity:
(a) Definition: Courses in this area focus on the experiences of African Americans, Native Americans, Asian Americans, and/or U.S. Latino/as. Courses should also include perspectives on how differences other than race and ethnicity (such as economic class, gender, gender identity/expression, nationality, religion, sexual orientation, etc.) complicate cultural identity categories. While focused on the United States, courses may also include diasporic and transnational frameworks for understanding key topics.

(b) Criteria: Courses satisfying this requirement shall incorporate criterion 1 and at least one other of the following learning outcomes.

Art 150: Multicultural America fulfills the GER Cultural Diversity requirement in that 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”;

4) 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;

5) articulate, within communities of color, the social, cultural, and political contributions of women, transgender people, and persons of varied sexual orientations;

6) analyze the role of diversity in the successful functioning of a multiracial democratic society; and

7) delineate how formations of race and ethnicity in the United States are part of a larger transnational history.

GER Arts/Diversity Assignment: FINAL DIGITAL STORY

The FINAL DIGITAL STORY assignment requires you to create a digital story (a first-person narrative conveyed through the use of digital media technologies). This cumulative project will examine what you have learned about your cultural identity and the cultural diversity of Milwaukee/your community and your understanding of the course readings, and insights from our class discussions. The FINAL DIGITAL STORY will also achieve the UW System Learning Goal 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.

FINAL DIGITAL STORY: Requirements for GER ARTS
The FINAL DIGITAL STORY assignment will achieve GER Arts criterion 1) demonstrate
comprehension of historical, philosophical, theoretical, or aesthetic perspectives commonly used in the understanding of a specific art, and criterion 2) apply knowledge of artistic principles, conventions, methods, and practices through the creation or production of works of art.

For criterion 1, you will draw upon the course readings, assignments, and in-class discussions on photography, film, digital media, and performance art to explain how images help construct and circulate racial ideologies and how artists of color use visual media to challenge racial and ethnic stereotypes (see “Course Learning Objectives”). For criterion 2, you will create a digital story, based on the course readings, assignments, and in-class discussions (see final assignment below), using original still and moving images and digital editing technologies.

**FINAL DIGITAL STORY: Requirements for GER CULTURAL DIVERSITY**

The FINAL DIGITAL STORY assignment will achieve GER Cultural Diversity criterion 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; criterion 2) investigate critically the social, intellectual, and political structures that support oppression based on race, ethnicity, and other human differences; criterion 3) explain fundamental episodes in the history and social construction of concepts of “race” and “ethnicity”; criterion 4) 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; and criterion 6) analyze the role of diversity in the successful functioning of a multiracial democratic society.

You will achieve criteria 1, 2, and 3, through your Service Learning/Multimedia journaling on TUMBLR and Cultural Identity Statement, which asks you to write a 500-750 word essay that must refer to three sources (class readings from A Different Mirror, Only Skin Deep: Changing Visions of the American Self, and other assigned essays and articles) to discuss the visual representation of Native Americans, African Americans, Asian Americans, Latino/as, and European Americans, as well as the intersection of gender, sexuality, transnational migration, and socio-economic class with issues of racial and ethnic identity. Criterion 4 will be achieved through the Service Learning/Multimedia journaling on TUMBLR and Cultural Identity Statement, where you are asked to reflect upon your upbringing, understanding of your cultural identity, your service learning experience/multimedia journaling, and your changing notions of racial and ethnic diversity. Criterion 6 will be achieved in the Service Learning/Multimedia journaling on TUMBLR and Cultural Identity Statement and Narrative, and Digital Story, where you will reflect upon and assess your understanding of racial and ethnic diversity garnered through the readings, assignments, and service-learning/Multimedia journaling.

**GER Assessment:**

To assess your achievement of the GER-ARTS, GER-DIVERSITY criteria, and UW System Learning Goal 3, the FINAL DIGITAL STORY will be assessed with a rubric that evaluates aesthetic organization, critical exploration of cultural identity, and presentation of each component of the final digital story assignment. The assignment consists of the following:

1. Cultural Identity Statement & Narrative
2. Digital Story

PLEASE NOTE: THIS COURSE HAS AN OPTION FOR A SERVICE LEARNING COMPONENT. STUDENTS ARE NOT REQUIRED TO COMPLETE SERVICE LEARNING IN ORDER TO RECEIVE THE GER ARTS AND CULTURAL DIVERSITY CREDIT.

ONLY IF you are completing the Cultures and Communities Certificate Program,
Discretionary Service Learning Component:
In cooperation with the UWM Center for Community Based Learning, Leadership and Research (CCBLLR), students have the option to complete 10-15 hours of service learning through direct engagement in diverse Milwaukee communities. Creative projects, such as production of a photo essay or multimedia history, will draw from and elaborate on these multicultural experiences in a way that reflects students’ engagement with diversity while broadening their cultural and historical perspectives. Please visit the Service Learning website: www.uwm.edu/isl.

Learning Objectives for Cultural and Communities Certificate Program (service learning component only for CCCP). 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. Describe the basic components of globalization and how nations interact socially, politically, and culturally.
5. 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.
6. 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.
7. Demonstrate a multicultural understanding of artistic works or performances through an ability to analyze and appreciate works from distinctly different cultures and traditions.
8. Present examples of how cultural or community factors may affect work in the sciences, technology, and health care.
9. Collaborate productively and communicate constructively with people from diverse backgrounds.
10. 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.

COURSE ASSIGNMENTS AND PERCENTAGES:
Assignment instructions, prompts, and rubrics will be posted on the D2L course site.

QUIZES [10% of final grade]

- Identity Statement
• What is Multiculturalism?
• Viewing Strategies

MULTIMEDIA JOURNAL (alternately SERVICE LEARNING JOURNAL) on TUMBLR [15% of final grade]:
Multimedia Journal: Blog (text, photo, and video) about your multimedia selections (TV series, Movie and Social Media site). If you are doing the service learning, you should be blogging about your experience.
TOTAL: 3 journal entries/50 points each = 150pts
Meets course learning objectives 4 and 5

MEDIA EXERCISES [25% of final grade]:
Meets course learning objectives 1, 2, 3
• Exploring Identity Project (Cowbird)
• Civil Rights Project

FINAL DIGITAL PROJECT & FINAL CULTURAL IDENTITY ESSAY [25% of final grade]:
INSTRUCTIONS AND RUBRIC ON D2L
Meet course learning objective 3 and 5
Meets GER-Cultural Diversity criteria 1, 2, 3, 4 and 6

READING REFLECTIONS [25% of final grade]:
Total of 12 discussion forums over the 16-week course.
Meets course learning objectives 1, 2 and 4

Grading TOTAL = 100%

Grading (%) Scale

| 100-93.3 = A | >73.3 = C |
| >90.0 = A- | >70.0 = C- |
| >86.6 = B+ | >66.6 = D+ |
| >83.3 = B | >63.3 = D |
| >80.0 = B- | >60.0 = D- |
| >76.6 = C+ | 59 and below = F |

Attendance/Participation Policy:
The course is divided into workweeks. Each workweek will begin on Sunday at 12:00AM and end the following Sunday at 11:30PM. At the beginning of each week, you should check the “Contents” page to review your assignment responsibilities for that workweek. If you cannot complete a workweek due to illness, religious holidays, family circumstance or other issues, please inform me as soon as possible. An official letter (doctor’s note, court letter) is required for an assignment due date extension. Official letters for excused absences are due within two weeks of the assignment due date. Letters will
not be accepted after the two-week period except for exceptional circumstances that must be relayed to the instructor. If you do not participate or you display any disruptive behavior online (including inappropriate language), the instructor reserves the right to issue a zero (0) for the assignment grade and in extreme cases this behavior may result in academic misconduct action.

Email Etiquette (See “Online Etiquette” for more details):
Email is the best and fastest way to get in contact with me. I will respond to email inquiries within two business days (48 hours) of receipt. Please note I will only respond to emails that have proper formal greeting lines and adhere to basic rules of etiquette.

*Statement of Time Investment:
This 3-credit undergraduate, online GER course has no classroom meeting time. You should expect to spend at least 80 hours over the course of the semester completing assigned readings. There are 12 weekly reading discussion posts that you should expect to spend 1 to 1.5 hours each, for a minimum of 12 hours. The digital media projects (three including the final digital story) should take approximately 5 – 6 hours each to complete, for a total estimated time of 18 hours. Your multimedia journal (or your service learning) will take approximately 20 hours. This class may take 140 hours of your time this semester.

*Please note this is an estimate of the student’s time investment. Students are graded on performance, not the achievement of estimated time investment.

Extra Credit:
Extra Credit is available by attendance at the following events: UWM Union Theater screenings (one point each event with 1 page, 250 word critique), UWM Art & Design Department presentation (max. 2 points with attendance and 1 page, 250 word critique), or UWM Sociocultural Programming Events (1 point for performance/exhibit, max. 2 points for lecture, 1 page, 250 word critique). You may receive a total of 10 points extra credit which will be added onto your final grade. Other Extra Credit opportunities will be posted on D2L and are available upon request.

Media:
When available, screened films will be made available through UWM Kanopy streaming media service. However, students are encouraged to make use of video/DVD rental outlets or online streaming. Because course assignments require you to produce multimedia projects, it is recommended that students purchase an external drive or cloud storage for project storage. You may also use a personal laptop for project development and storage. Make sure you back up your work regardless of what you use. Computer crashes are common and not an excuse for not getting your work done on time.

Screening:
When available, films will be embedded on D2L. When noted, you will have to view the film outside of class, either through the UWM Multimedia Library, rental outlet, purchase, or online streaming (such as Netflix, Hulu, Amazon Video).

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 email to discuss assignments or any questions or comments you have.

Academic Policies:
The Department of Art and Design follows UWM academic policies, which are posted on the departmental bulletin board, or available online at: http://uwm.edu/academicaffairs/facultystaff/policies/
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 & Incompletes:
No drops are permitted after the fifth week of the semester. 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 enrollment (excluding summer sessions). Access to department facilities for the purpose of completing course requirements is extended five weeks into the next semester. Please consult the Registrar’s Calendar for semester deadlines: http://www4.uwm.edu/faculty_staff/instructional_support/registrar_calendar.cfm?term=1100

Use of Copyrighted Material:
Use of copyrighted material is strictly prohibited unless the images, sounds, texts, etc. are being significantly altered and it is clear in the opinion of the instructor that the original material is being studied, analyzed and commented upon by the student. Grades for work failing to satisfy this requirement for copyrighted materials will be significantly lowered. The instructor reserves the right to determine what constitutes fair use of copyrighted material. Helpful resources concerning copyright and fair use are available at http://www4.uwm.edu/libraries/Music/copyright.cfm and http://guides.library.uwm.edu/content.php?pid=21819&sid=157865&search_terms=copyright

The campus Library and Learning Technology Center, located in the east wing of the Library, can also provide consultation and resources concerning these issues.

USEFUL LINKS:

1. Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. http://www4.uwm.edu/arc

2. Religious observances. Accommodations for absences due to religious observance should be noted. http://www4.uwm.edu/secu/docs/other/S1.5.htm

3. Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: http://www4.uwm.edu/current_students/military_call_up.cfm Employees: http://www4.uwm.edu/secu/docs/other/S40.htm

4. Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETEGRADES.pdf

5. Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. https://www4.uwm.edu/secu/docs/other/S_47_Discriminating_Policy.pdf
6. Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. [http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/](http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/)

7. 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. [https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf](https://www4.uwm.edu/secu/docs/other/S_47_Discrimination_Policy.pdf)

8. Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. [http://www4.uwm.edu/secu/docs/other/S28.htm](http://www4.uwm.edu/secu/docs/other/S28.htm)

9. Other The final exam requirement, the final exam date requirement, etc. [http://www4.uwm.edu/secu/docs/other/S22.htm](http://www4.uwm.edu/secu/docs/other/S22.htm)

_Syllabus and Course Schedule on next page_
Revisions to the syllabus and course schedule will be posted on the D2L site.

WORKWEEK 1 | DEFINING RACE AND ETHNICITY  
**BEGINS January 22**

**PREASSESSMENTS (See Quizzes ON D2L)**

**Learning Objectives:**
- Review course syllabus
- Understand course assignments and learning objectives
- Understand the meaning of the terms 'race,' ‘ethnicity,’ and ‘nationality’ and how they will be applied to our image analysis

**Readings:**
1. Gregory Jay, “Terms for Multicultural Studies: Defining ‘Race,’ ‘Ethnicity,’ and ‘Nationality’.” (PDF on D2L)
2. “What is Multiculturalism?” (PDF on D2L)
3. Takaki—Chapter 1 (p. 3-20)

Complete the two Pre-Assessment Quizzes under the Quiz section of D2L.

**IF YOU ARE COMPLETING THE OPTIONAL SERVICE LEARNING, SIGN UP NOW.**

**COLLECT MEDIA FOR YOUR FIRST MEDIA PROJECT: EXPLORING IDENTITY PROJECT**

**DISCUSSION FORUM POSTING (Intros & Brief Bio)—DUE Sunday by 11:30 pm**

WORKWEEK 2 | HOW IMAGES “SPEAK”: FRAME AND FIGURE  
**BEGINS January 27**

**Learning Objectives:**
- Analyze images through the use of ‘codes’: framing, angle, focus, lighting, costume, setting, and performance
- Define and understand meaning of ‘racial hierarchy’ and ‘stereotype’
- Apply understanding of ‘racial hierarchy’ and ‘stereotype’ to visual analysis
- Subscribe and Investigate WeVideo software

**Readings:**

Complete the Viewing Strategies Quiz under the Quiz section of D2L.

Reading Reflection #1 DUE on Forum, DUE Sunday by 11:30 pm

**REVIEW WEVIDEO TUTORIALS**

If you are doing the Cultures and Communities Certificate Program, Service Learning Agreements should be turned in by the end of this week.
WORKWEEK 3 | RACE, PHOTOGRAPHY AND THE INDEX  
BEGINS February 3

Learning Objectives:
• Understanding the concept of ‘whiteness’
• Apply concept of ‘whiteness’ to image analysis

Readings:

Reading Reflection #2 DUE Sunday by 11:30pm
Work on Media Exercise I: COLLECT MEDIA FOR Your first media project the “EXPLORING IDENTITY PROJECT”

WORKWEEK 4 | PROJECT DEVELOPMENT | WHITENESS  
BEGINS February 11

Learning Objectives:
• Understanding the concept of ‘whiteness’
• Apply concept of ‘whiteness’ to image analysis

Readings: READING—
2. Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (PDF on D2L)

SCREENING— Watch Mirrors of Privilege (part 1 and 2) on YouTube.

Reading Reflection #3—DUE Sunday by 11:30 pm
Work on Media Exercise I: COLLECT MEDIA FOR Your first media project the “EXPLORING IDENTITY PROJECT”

WORKWEEK 5 | COUPLE IN THE CAGE  
BEGINS February 18

Learning Objectives:
• Analyze how media producers challenge stereotypes of Native Americans and write alternative narratives of U.S. history and culture

Readings:

**Screening:**

**Visual Artists:**
James Luna, Coco Fusco, Guillermo Gómez-Peña

**Work on Media Exercise I: EXPLORING IDENTITY Project due next week**
**Reading Reflection #4 DUE Sunday by 11:30 pm**

**WORKWEEK 6 | CIRCLING THE CROSS**

*Readings:*
Antonio Lopez, “Circling the Cross: Bridging Native America, Education and Digital Media.” (PDF on D2L)
**Reading Reflection #5 DUE Sunday by 11:30 pm**
**Media Exercise I: EXPLORING IDENTITY Project DUE - POST TO DISCUSSION FORUM IN D2L BY 11:30PM and COMMENT ON AT LEAST TWO OTHER STUDENT PROJECTS BY NEXT SUNDAY.**

**WORKWEEK 7 | THE CIVIL RIGHTS MOVEMENT**

*Learning Objectives:*
- Learn about the Civil Rights movement in Milwaukee
- Outline projects

*Readings:*
- Entry: “Post-War African Migration to Milwaukee.” Wisconsin Historical Society Website
- Takaki: Chapter 13: “To the Land of Hope: Blacks in the Urban North” pp. 311-335

**Reading Reflection #6 DUE Sunday by 11:30 pm**
**BEGIN COLLECTING MEDIA FOR MEDIA EXERCISE 2: CIVIL RIGHTS PROJECT DUE IN 4 WEEKS**
**CREATE TUMBLR blog and send URL to your instructor via email.**

**WORKWEEK 8 | “PICTURING US”**

Plan out how you will complete your remaining projects. Work on Civil Rights Project.

*Readings:*
2. Deborah Willis, “Exposure” Only Skin Deep, pp. 275-281 (PDFs on D2L)

Visual Artists: "30 Americans" exhibition at MAM:  http://mam.org/30-americans/

Reading Reflection #7 DUE Sunday by 11:30pm
Make sure you have sent in your TUMBLR blog html to your instructor. The link you send should go right to your blog. Start looking for a TV Series, a specific social media site, & a movie to blog about.
Work on MEDIA EXERCISE 2: CIVIL RIGHTS PROJECT

WORKWEEK 9|  BEGINS March 17  Spring Break

WORKWEEK 10| ASIANS & ASIAN AMERICANS IN U.S. VISUAL CULTURE Part 1  BEGINS March 24

Learning Objectives:
• Analyze how media producers challenge stereotypes of Asians and Asian-Americans and write alternative narratives of U.S. history and culture.

Readings:
1. Takaki, Chapter 8, “Searching for Gold Mountain: Strangers from a Different Shore.” pg. 177-205.
2. Kip Fulbeck, “The Hapa Project – 10 Years After” (PDF on D2L)


Reading Reflection #8 DUE Sunday by 11:30pm
Make sure you have selections for your TUMBLR BLOG READY for submission next week.
Work on MEDIA EXERCISE 2: CIVIL RIGHTS PROJECT

WORKWEEK 11 | ASIANS & ASIAN AMERICANS IN U.S. VISUAL CULTURE Part 2  BEGINS March 31

Learning Objectives:
• Analyze how media producers challenge stereotypes of Asians and Asian-Americans and write alternative narratives of U.S. history and culture.

Week 11 Readings:
1. Takaki Chapter 10, "Pacific Crossings: From Japan to the Land of 'Money Trees'. pg.
232-261
2. Higa, "Toyo Miyatake...."

Reading Reflection #9 DUE Sunday by 11:30pm.
Selections for Multimedia Journal on TUMBLR DUE in DROPBOX by SUNDAY at 11:30pm. Work on MEDIA EXERCISE 2: CIVIL RIGHTS PROJECT – Due next week

WORKWEEK 12 | El Norte, Latino/Latina American Story  BEGINS April 7

Learning Objectives:
• Analyze how media producers challenge stereotypes of Latinos/as and write alternative narratives of U.S. history and culture

Readings:
• Chela Sandoval, “Chicana/o Artivism: Judy Baca’s Digital Work with Youth of Color”, Learning Race and Ethnicity, pp. 81-108 (PDF on D2L)

Screening:
*Temple of Confessions* (Guillermo Gómez-Peña and Roberto Sifuentes, 1996) 27 min. 
http://hidvl.nyu.edu/video/000518385.html

Visual Artists: Judy Baca, Guillermo Gómez-Peña, Roberto Sifuentes

Reading Reflection #10 DUE Sunday by 11:30pm
CIVIL RIGHTS PROJECT DUE – POST TO DISCUSSION FORUM IN D2L BY 11:30PM, SUNDAY AND COMMENT ON AT LEAST TWO OTHER POSTS before next SUNDAY.

WORKWEEK 13 | “Artivism” & Racial Identity in the 21st Century  BEGINS April 14

Learning Objectives:
• Define and understand the use of the term “mixed-race”
• Analyze how artists interrogate media representations of racial and ethnic identities using digital media
• Understand how the meaning of racial and ethnic identities are transformed in the current era of globalization and global media

Readings:
2. CYJO, “Mixed Blood” pp. 106-119 (AALR)
3. Michele Elam, Laura Kina, Jeff Chang and Ellen Oh, “Beyond the Face: A Pedagogical Primer for Mixed-Race Art & Social Engagement” pp. 120-154 (AALR)

Screenings:
• *Multifacial* (Vin Diesel, 1999) 20 mins: [https://www.youtube.com/watch?v=Gf4Ydp8CGk8](https://www.youtube.com/watch?v=Gf4Ydp8CGk8)

• “Young and Mixed in America: On Campus With Multiracial Students” (NYT Feature Video) 5:15 mins: [https://www.youtube.com/watch?v=GLnO1--sRow](https://www.youtube.com/watch?v=GLnO1--sRow)

Reading Reflection #11 DUE Sunday by 11:30pm
COMPLETE your second multimedia journal entry on TUMBLR (if you are doing SERVICE LEARNING continue to blog about your experience) DUE Sunday by 11:30pm.

WORKWEEK 14 | RACIAL IDENTITY IN THE 21st CENTURY BEGINS April 21

**Readings:**


**Screenings:** *Black or White* (John Landis, 1991) [https://www.youtube.com/watch?v=F2AitTPI5U0](https://www.youtube.com/watch?v=F2AitTPI5U0)
*Being Multiracial in America:* [https://www.youtube.com/watch?v=21H9IA6MLHM](https://www.youtube.com/watch?v=21H9IA6MLHM)

Final Reading Reflection #12 DUE Sunday by 11:30pm
COMPLETE your third multimedia journal entry on TUMBLR (if you are doing SERVICE LEARNING continue to blog about your experience) DUE Sunday by 11:30pm

WORKWEEK 15 & 16 | FINAL PROJECT WORKWEEKS BEGINS April 28

All past materials (all quizzes, discussion posts & responses, assignments, signatures, blog posts) for this course must be turned in by midnight on Sunday, May 12 at 11:30PM.

This last week is for you to finish your final assignment (final cultural identity statement and final digital story video--with written script). You have until Sunday, May 12 at 11:30PM to turn in your final project.

If there is anything you missed, go back and complete it. This is also your opportunity to go back and make revisions to any of your discussion posts. All discussions will close at 11:30 PM on Sunday, May 12. Make sure you have posted all your work and revisions by then.

**FINAL DIGITAL STORY (Video and Script) & FINAL CULTURAL IDENTITY STATEMENT DUE: Sunday May 12, by 11:30PM.**

**Grades will be posted in PAWS on or before May 23, 2019**