ART 150: Multicultural America
A Fully Online Course
Spring 2019 Section 292 Course Code 40223
Instructor: Associate Lecturer Chelsea Wait pronouns: she, her, hers
Email: cawait@uwm.edu
Office Location and Hours: AUP 438 (by appointment)
Virtual (by appointment): Skype: chelseawait

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, Indigenous American, Asian American, Latinx American, multiracial/biracial) have created works in film, video, photography, paint, 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, advertisements, vlogs, animations, painting, installation, performance, “scripted spaces” such as museums and movie houses) we will explore how images have helped to imprint us with 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, demonstrated in reading reflections, media blogs, and video projects. Tutorials are available for UWM students via Lynda: www.uwm.edu/lynda

PLEASE NOTE: ART 150 ONLINE (MULTICULTURAL AMERICA) IS AN EXCEPTION TO OTHER MULTICULTURAL AMERICA COURSES, BECAUSE THIS COURSE DOES NOT REQUIRE SERVICE LEARNING LIKE IN-PERSON COURSES DO. IF YOU ARE SEEKING A CULTURES AND COMMUNITIES CERTIFICATE, WE WILL HAPPILY ACCOMMODATE YOUR SERVICE LEARNING NEEDS, ALTHOUGH WE RECOMMEND TAKING AN IN-PERSON SECTION OF THIS COURSE.
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 engagement with the research.

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

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

The 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 PROJECT: DIGITAL STORY
1. The two-part FINAL PROJECT assignment requires you to create a digital story (a first-person narrative conveyed through the use of digital media technologies) and reflect upon course material in a cultural identity essay. This project will examine what you have learned about your cultural identity and the cultural diversity of your current or recent town or city in the context of your research experience, your understanding of the course readings, and insights from our class discussions. The FINAL PROJECT will also achieve the UW System Learning Goal 3.

FINAL PROJECT: Requirements for GER ARTS
The FINAL PROJECT 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
course readings, assignments, and discussions (see final assignment below), using original still and moving images and digital editing technologies. Reading reflections and course slide shows address comparative analysis of art, fulfilling criterion 3.

**FINAL PROJECT: Requirements for GER CULTURAL DIVERSITY**

The FINAL PROJECT is a DIGITAL STORY assignment that 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 Cultural Identity Essay, which asks you to write a 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 Cultural Identity Essay, where you are asked to reflect upon your upbringing, understanding of your cultural identity, your research experience, and your changing notions of racial and ethnic diversity. Criterion 6 will be achieved in the Cultural Identity Essay and video project where you will reflect upon and assess your understanding of racial and ethnic diversity garnered through the readings, assignments, and research component.

**GER Assessment:**

To assess your achievement of the GER-ARTS, GER-DIVERSITY criteria, and UW System Learning Goal 3, the FINAL PROJECT 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 Cultural Identity Essay and Digital Story.
**OPTIONAL 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. **We recommend this option if you are completing the Cultures and Communities Certificate Program.** 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: [http://uwm.edu/community/](http://uwm.edu/community/). Notify your instructor immediately if you are doing the certificate program and will need to complete service learning.

**Service learning objectives are that 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.

**Required Books and Software:**
• WeVideo Individual Plan: $4.99/month (unless 30 minutes minimum isn’t sufficient). Or other software, if applicable.
• Additional readings posted as .pdf on D2L (as noted on the syllabus)
• Lynda.com software tutorial site (access provided at www.uwm.edu/lynda)

**Equipment and Software:**

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.

The following may be helpful for completing work in this course:

• WeVideo: [http://www.wevideo.com](http://www.wevideo.com). We recommend purchase of the Power Plan. PLEASE NOTE: STUDENTS HAVE THE OPTION OF USING ANOTHER SOFTWARE FOR MEDIA ASSIGNMENT PRODUCTION. HOWEVER, THE INSTRUCTOR CANNOT PROVIDE TECHNICAL SUPPORT FOR OTHER EDITING SOFTWARE (iMovie, MovieMaker, Adobe Premiere, etc.)

• Laptop or Desktop computer (Windows or OSX). If you do not own a computer, you can borrow one from the Media Library in the lower level of Golda Meir Library

• Flash Drive Recommended (at least 8 GB) for backup media storage. If you have a personal laptop, create a separate folder for Art 150 media projects.

• A personal device (phone or tablet) 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).

• Audacity (free audio and sound editor website: link on D2L).

• Pixlr (free image editor website: link on D2L).

• Online mp3 cutter or video cutter
COURSE ASSIGNMENTS AND PERCENTAGES

ASSIGNMENT INSTRUCTIONS, PROMPTS, AND RUBRICS WILL BE DESCRIBED IN WEEKLY EMAILS AND ASSIGNMENT DESCRIPTIONS WILL BE LOCATED IN THE ASSIGNMENTS TAB ON THE D2L COURSE SITE

Introductory Assignments (D2L) [5% of final grade]
- Identity Statement: 20 points
- Art 150: Multicultural America Online Etiquette: 10 points
- What is Multiculturalism?: 20 points
TOTAL 50 points

MEDIA EXERCISES [25% of final grade / 125 points each]:
Students will be completing two media projects, in which they will become producers of media. INSTRUCTIONS AND RUBRIC ON A SEPARATE SHEET.

Unpacking the Knapsack Today: 125 points
Civil Rights Movement: 125 points
TOTAL 250 points
Meets course learning objectives 1, 2, 3

FINAL PROJECT [25% of final grade/250 points]:
The two-part FINAL PROJECT assignment requires you to create a digital story (a first-person narrative conveyed through the use of digital media technologies) and reflect upon course material in a cultural identity Essay. This project will examine what you have learned about your cultural identity and the cultural diversity of your current or recent town or city in the context of your research experience, your understanding of the course readings, and insights from our class discussions.

PART ONE: VIDEO PROJECT 125 points
Students will be reflecting on course materials and assignments, then assembling into a video. This project aims to have students become media producers, and empower them with the ability to create, thereby reinforcing their power to critique. INSTRUCTIONS AND RUBRIC ON A SEPARATE SHEET.

PART TWO: CULTURAL IDENTITY ESSAY 125 points
Students will review their initial definitions of multiculturalisms from the first week and reflect back on semester materials and write a summative essay about the impact of the course and how they see their cultural, racial, and ethnic identity in perspective.

INSTRUCTIONS AND RUBRIC ON A SEPARATE SHEET.
Meet course learning objective 3 and 5
Meets GER-Cultural Diversity criteria 1, 2, 3, 4 and 6

TUMBLR JOURNAL ASSIGNMENTS [20% of final grade]:

Students will make three tumblr entries with critical analysis of media of their choice from television, film, and social media hashtags. FULL ASSIGNMENT DESCRIPTIONS ON D2L

• TUMBLR JOURNAL ENTRIES (3, 67 points each) 200 points

READING REFLECTIONS (7) [25% of final grade/ 250 POINTS TOTAL]:
Students will write reading reflections (seven total) on the weekly readings. They will be posted in discussion forums and students should review others’ posts and comment, with at least two comments per discussion forum.
Meets course learning objectives 1, 2 and 4

TOTAL GRADE BREAKDOWN:
Introductory Assignments 5%
Media Exercises 25%
Final Project 25%
tumblr Assignments 20%
Reading Reflections 25%
TOTAL: 100%

Grading Scale (%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
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<tbody>
<tr>
<td>100-93.3 = A</td>
<td>&gt;73.3 = C</td>
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<tr>
<td>&gt;90.0 = A-</td>
<td>&gt;70.0 = C-</td>
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<td>&gt;86.6 = B+</td>
<td>&gt;66.6 = D+</td>
</tr>
<tr>
<td>&gt;83.3 = B</td>
<td>&gt;63.3 = D</td>
</tr>
<tr>
<td>&gt;80.0 = B-</td>
<td>&gt;60.0 = D-</td>
</tr>
<tr>
<td>&gt;76.6 = C+</td>
<td>59 and below = F</td>
</tr>
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</table>
Attendance/Participation Policy:
The course is divided into workweeks. Each workweek will begin on Monday at 12:00AM and end the following Sunday at 11:59PM. 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 missed assignments 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:
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, often my response will be faster.

Please note: I reserve the right to only respond to emails that have proper formal greeting lines and adhere to basic rules of etiquette.

Statement of Time Investment:
This 3cr. 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 approximately 7 weekly reading discussion posts that you should expect to spend 1 to 1.5 hours each, for a total of 12 hours. The digital media projects (including the final project) should take approximately 3 – 5 hours each to complete, for a total estimated time of 30 hours. Your research will take approximately 15 hours. Your tumblr (3 maximum) should take approximately 30 minutes to 1 hour to complete for a maximum 3 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 in the form of media exercises (as coordinated and permitted by the instructor), or by attending events such as: Union Theater screenings, Art & Design Department presentation, or UWM Sociocultural Programming Events, or perhaps local events in your area. Please contact the instructor for approval. You may receive a total of 10 points extra credit which will be added onto your final grade. Other opportunities for extra credit in the UWM and Milwaukee Metro Area may arise, in which case the instructor will email students. Please inquire if you have an event in mind.
**Media:**
Most video materials will be available through D2L. 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 use a personal laptop for project development and storage.

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

**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 or visit me during my office hours 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. UWM and all instructors take plagiarism very seriously. ALWAYS CITE ANYTHING YOU DID NOT WRITE OR PRODUCE. For this course, please use Chicago Style formatting for bibliography, footnotes, and endnotes. Please consult the Purdue University Online Writing Lab for formatting citations of various media from books and articles to blogs, videos, and archival material: https://owl.english.purdue.edu/owl/section/2/12/ A helpful tip: Anything more than five words of someone else’s writing should be cited, and it’s ALWAYS best to rephrase what you read in your own words. A thesaurus can be quite helpful to combat plagiarism. 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:
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_INCOMPLETE_GRADES.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_Discrimina_duct_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)

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***Syllabus and Course Schedule Subject to Change***

Revisions to the syllabus and course schedule will be posted on the D2L site.

**COURSE SCHEDULE**

**SPRING 2019**

**WORKWEEK 1 | DEFINING RACE AND ETHNICITY**

_BEGINS JANUARY 22_

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 and readings
Readings:
• Gregory Jay, “Terms for Multicultural Studies: Defining ‘Race,’ ‘Ethnicity,’ and ‘Nationality’.” (pdf on D2L)
• Gregory Jay, “What is Multiculturalism?” (pdf on D2L)
• Workweek 1 slide lecture

INTRODUCTION ASSIGNMENTS DUE SUNDAY JANUARY 27 at 10PM (POST IN D2L):
• IDENTITY STATEMENT (SEE ASSIGNMENT DESCRIPTION)
• ETIQUETTE AGREEMENT (ON D2L, SIGN AND POST IN DROPBOX)
• “WHAT IS MULTICULTURALISM?” RESPONSE

WORKWEEK 2 | HOW IMAGES “SPEAK”: FRAME AND FIGURE
BEGINES JANUARY 28
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

Readings:
• Nicholas Mirzoeff, “The Shadow and The Substance.” Only Skin Deep. pp. 110-127 (pdf on D2L)

READING REFLECTION #1 DUE IN DISCUSSION FORUM BY 10PM, SUNDAY, FEBRUARY 3
(comment on one classmate’s post within 24 hours)

CREATE A TUMBLR PAGE FOR YOUR JOURNAL AND POST THE LINK IN DROPBOX BY FEBRUARY 3 (be sure that the link leads correctly to your page)

WORKWEEK 3 | WHITENESS
BEGINES FEBRUARY 4
Learning Objectives:
• Understanding the concept of ‘whiteness’
• Apply concept of ‘whiteness’ to image analysis

Readings:
• Richard Dyer, “On the Matter of Whiteness” pg. 301-311 (pdf on D2L)
• Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (pdf on D2L)
Screenings:
• Mirrors of Privilege by Shakti Butler
• The Angry Eye by Jane Elliott (optional)

READING REFLECTION #2 DUE IN DISCUSSION FORUM BY 10PM, SUNDAY, FEBRUARY 10
(comment on one classmate’s post within 24 hours)
MAKE MEDIA SELECTIONS FOR TUMBLR JOURNAL AND POST TO CORRESPONDING DROPBOX ON D2L BY 10PM, SUNDAY, FEBRUARY 10 (subject to review by instructor)

WORKWEEK 4 | PROJECT DEVELOPMENT | WHITENESS
BEGINNS FEBRUARY 11
Learning Objectives:
• Understanding the concept of ‘whiteness’
• Apply concept of ‘whiteness’ to image analysis

Readings:

Media Exercise I: UNPACKING THE KNAPSACK TODAY DUE – POST TO DISCUSSION FORUM IN D2L BY 10PM, SUNDAY, FEBRUARY 17 AND COMMENT ON AT LEAST TWO OTHER POSTS WITHIN 48 HOURS

WORKWEEK 5 | CIRCLING THE CROSS
BEGINNS FEBRUARY 18
Learning Objectives:
• Analyze how media producers challenge stereotypes of Native Americans and write alternative narratives of U.S. history and culture

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

Screenings:
• Couple in a Cage: Guatinaui Odyssey (Coco Fusco and Guillermo Gómez-Peña, 1993) 27 min.
• Gregg Deal: The Last American Indian on Earth. 2016 https://vimeo.com/164478711

READING REFLECTION #3 DUE IN D2L DISCUSSION FORUM BY 10PM, SUNDAY, FEBRUARY 24 (comment on one classmate’s post within 24 hours)

WORKWEEK 6 | “I’VE KNOWN RIVERS...”
BEGINNS FEBRUARY 25
Learning Objectives:
• Analyze how media producers challenge stereotypes of African-Americans in U.S. visual culture and write alternative narratives OF U.S. history and culture.
Readings:
• Takaki: Chapter 13, “To ‘the Land of Hope’: Blacks in the Urban North.” pp. 311-335

Screening:
• Kiri Davis, “A Girl Like Me”

READING REFLECTION #4 DUE IN D2L DISCUSSION FORUM BY 10PM, SUNDAY, MARCH 3 (comment on one classmate’s post within 24 hours)

WORKWEEK 7 | THE CIVIL RIGHTS MOVEMENT
BEGIN MARCH 4
Learning Objectives:
• Learn about the Civil Rights movement in Milwaukee
• Outline projects

Readings:
• Entry: “Post-War African Migration to Milwaukee.” Wisconsin Historical Society Website.

Screenings:
• Freedom Walkers for Milwaukee
• Vel Phillips, “Dream Big Dreams” MPTV

COMPLETE FIRST TUMBLR POST BY 10PM MARCH 10

BEGIN COLLECTING MEDIA FOR THE CIVIL RIGHTS PROJECT, REVIEW AND FAMILIARIZE YOURSELF WITH ARCHIVES AND HISTORICAL EVENTS, LOCATIONS, AND FIGURES

WORKWEEK 8 | MEDIA PRODUCTION PROJECT DEVELOPMENT WEEK
BEGIN MARCH 11
Learning Objectives:
• Work on Civil Rights Movement Project

CIVIL RIGHTS PROJECT DUE – POST TO DISCUSSION FORUM IN D2L BY 5PM, FRIDAY MARCH 15 (note time change) AND COMMENT ON AT LEAST TWO OTHER POSTS WITHIN 48 HOURS

WORKWEEK 9 | SPRING BREAK – NO ASSIGNED WORK
WORKWEEK 10 | “SEARCHING FOR GOLD MOUNTAIN”  
*BEGINS MARCH 25*
Learning Objectives:
• Analyze how media producers challenge stereotypes of Asians and Asian-Americans and write alternative narratives of U.S. history and culture.

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

Several Screenings will be suggested, students will choose one to focus on. See D2L content for week 9.

READING REFLECTION #5 DUE IN D2L DISCUSSION FORUM BY 10PM, SUNDAY, MARCH 31 (comment on one classmate’s post within 24 hours)

WORKWEEK 11 | PROJECT DEVELOPMENT WEEK  
*BEGINS APRIL 1*
Learning Objectives:
• Draft Final Project Script

COMPLETE SECOND TUMBLR POST BY 10PM APRIL 7

WORKWEEK 12 | DIGITAL MURALISM AS ARTIVISM  
*BEGINS APRIL 8*
Learning Objectives:
• Analyze how media producers challenge stereotypes of Latinx people 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” pp. 81-108 (pdf on D2L)

Screening:
• Temple of Confessions (Guillermo Gómez-Peña and Roberto Sifuentes, 1996)

READING REFLECTION #6 DUE IN D2L DISCUSSION FORUM BY 10PM, SUNDAY, APRIL 14 (comment on one classmate’s post within 24 hours)

WORKWEEK 13 | MULTIRACIAL IDENTITIES
**BEGINS APRIL 15**

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:
- NYT article: “Race Remixed: Black? White? Asian? More Young Americans Choose All of the Above.” (link on D2L)
- CYJO, “Mixed Blood” pp. 106-119 (AALR)
- 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 min.
- “Young and Mixed in America: On Campus With Multiracial Students” (NYT Feature Video) 5:15 min.

Links:
AALR DIGITAL WORKS: aalrmag.org/mixedraceissue/digitalextras

**READING REFLECTION #7 DUE IN D2L DISCUSSION FORUM BY 10PM, SUNDAY, APRIL 21**
(comment on one classmate’s post within 24 hours)

**WORKWEEK 14 | FINAL PROJECT DEVELOPMENT**
**BEGINS APRIL 22**
- Begin final project, resolve any missing work

**COMPLETE THIRD TUMBLR POST BY 10PM APRIL 28**

**WORKWEEK 15 | FINAL PROJECT DEVELOPMENT**
**BEGINS APRIL 29**

**WORKWEEK 16 | FINAL PROJECT**
**BEGINS MAY 6**
FINAL PROJECT PART ONE: VIDEO DUE – POST TO DISCUSSION FORUM IN D2L BY 10PM, THURSDAY, MAY 9, AND COMMENT ON AT LEAST TWO OTHER POSTS WITHIN 48 HOURS

OFFICIAL LAST DAY OF SEMESTER CLASSES: MAY 9

FINAL PROJECT PART TWO: CULTURAL IDENTITY ESSAY DUE – POST TO D2L DROPBOX BY 10PM SUNDAY, MAY 12
*****ENJOY YOUR SUMMER!*****

***Syllabus and Course Schedule Subject to Change***

Revisions to the syllabus and course schedule will be posted on the D2L site.