Course Description:
In this course we will interrogate the historical, political, social and ideological processes and practices that have shaped racialized identities focusing on [re]presentations through digital media. We will also analyze gendered and sexualized identities while being attentive to the ways in which US society has been affected by the varied portrayals. This course will also consider the attempt by cultural producers of marginalized groups to destabilize stereotypes and broaden the range of those depictions to reorient these concepts within the American imagination. The goal of this course is to provide students with an introductory understanding of how racialized media depictions play a role in the formation of American culture, as well as the problematic ways in which they inform, mediate and legitimize social relations within and across American demographics. Through lectures, readings and multimedia, this
course will develop students’ understanding how articulations of power plays a key role in the formation of difference and inequality; as well as modes of resistance and alternatives to such realities.

**Ethos:**

**Urgency** — critically examines the interlocking forces of domination that are rooted in socially constructed categories of gender, sexuality, class, and race. **Sophistication** — develop interdisciplinary, international, and comparative approaches, to challenge paradigms that systematically marginalize the experiences of diverse populations. In doing so, we bring to bear issues of power, privilege, and social justice pertinent to aggrieved groups in the United States and abroad. **Engagement** — especially committed to nurturing civic-minded and culturally informed students to critically engages with communities on and off campus in order to effect meaningful change in public policy and social life.

**Key Realities:**

It is important that everyone arrives in class with an open-mind, with a critical gaze (a willingness to go beyond common assumptions) and most importantly a willingness and desire to read, attend class, and learn. Without preparedness and reading skills (as well as a desire to engage in those elements of learning) this class will be a struggle. For those students who want to improve these skills, this class will facilitate that process. For those who want a class that does not require thinking, that does not mandate completion of the reading, that sees attendance as unnecessary, and is in all ways easy on the mind, this may not be the class for you.

**Required Texts:**

☐ CES 260 - Dropbox

**Required SNS:**

☑ Twitter account and follow @CCGRS_CLASS

☑ Dropbox account

In addition to purchasing all of the required texts, it is also required for this class that you engage with the course blog <http://ces260jh.wordpress.com> regularly because I will send class announcements and other important information via this platform. You must subscribe and follow this blog to receive notifications.

**Course Requirements:**
Each week approximately 80 pages of readings will be assigned. Students are expected to complete scheduled readings prior to class sessions to facilitate interactive learning during in-class discussions and group activities. Course readings are listed under the date by which they are to be read. Critical engagement of course materials is central to the success of our class and each student is responsible for actively contributing to class dialogues. As participation points factor into the grading of this course, only one warning will be given the first time it is noted that the readings have not been completed prior to class and any additional times will result in a loss of participation points with or without notification to the student(s). Collaborative peer activities will be highly implemented throughout our course, as well as the use of multimedia. Late assignments will not be accepted. If an assignment is late due to illness or an emergency, documentation will need to be provided, such as a doctor’s note. Students who are participating in extracurricular activities will be expected to submit their assignments (if late) with official documentation, as well.

The value of class discussion is in the exchange of ideas (i.e. learning from each other) thereby stimulating awareness and empathy with members of differing groups or identities. Difference of opinion and viewpoint is expected, as well as respect for all members of the class. Debate is encouraged and all opinions will be respected when offered in a respectful manner. The goal is not to win arguments or to dominate the classroom space. Students are expected to support their positions, both orally and in written formats from academic and course materials. Conversational suggestions:

- Listen and do not interrupt.
- Speak your own truth based on your own thoughts, reactions, feelings and experiences – not those of others.
- Do not debate someone else’s experience(s). If someone states that ‘x’ happened as a personal experience, do not argue with that person.

Class Conduct
Students are expected to arrive prepared to class at the scheduled time. Respectful interactions are also required in all spaces of dialogues. Only three absences are allowed during the semester regardless of the reason; showing up late is equivalent to an absence. Missing four classes will result in a one letter grade reduction (i.e. an "A" would be reduced to a "B"). Five absences will result in an "F" grade for the course. “University Sponsored Events” that result in an absence must be documented, per university policy, at least one week in advance, or the absence will be counted as above. Please have cell phones on silent during class and no private use (visible earbuds or headphones) of iPods, etc (1st time will result in a warning, 2nd time may result in being asked to leave the class for the day). If you are using a laptop/tablet for notes you are required to sit in the first two rows of the classroom; no one is permitted to sit in the last two rows. Sleeping or otherwise “tuning out” is not acceptable; class requires engagement from all members of the community. You should not come to class with the sole intent of sucking up the classroom oxygen while you sleep. If you fall asleep in class, you will be woken up. ALWAYS bring materials to class.

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**E-Mail Etiquette**

As a rule, you should understand your relationships to your instructors as professional relationships. When corresponding by e-mail, always include a salutation and a closing that identifies who you are. Please note that I will respond to emails from 8 am to 8 pm Monday through Friday. Do not hesitate to follow up with a second e-mail.

**Learning Outcomes:**

- Learn and know basic concepts, methods and analyses of Comparative Ethnic Studies.
- Recognize, comprehend and successfully apply concepts about how popular culture is a contested space of meaning, organized along axis’ of race/gender/class/sexuality.
- Cultivate and enhance students’ critical thinking and reading skills; especially those of introspection and analysis in media literacy. Formulate effective, persuasive, critical communication skills to include writing and presentation on these subjects as indicated in various assessments throughout the course.
- Understand the dialectical relationship between concepts of race and ethnicity in the cultural production of and capitalism associated with American corporate media.
- Gain a critical understanding of how identities are constructed and reconstructed by individuals and groups over time and various contexts.
- Provide students with foundational knowledge necessary for success in upper division Ethnic Studies courses and other social science/humanities courses offered in other departments.
- Identify ways in which you as an individual and as a collective community can intervene in discourses of injustice.

**Grading Scale:**

A 100 – 93; A- 92 – 90; B+ 89 – 87; B 86 – 83; B- 82 – 80; C+ 79 – 77; C 76 – 73; C- 72 – 70; D 69 – 60; F Below 60

**Coursework and Grading:** (total points = 400)

**In-Class Work (100 points)**

In addition to class discussion, in-class work will be based on **pop quizzes**, small group discussion & other assigned activities. You will also have opportunities to participate by incorporating Twitter into our class activities. See class blog for a more detailed expectation of participation.

**Defining Digital Media/Pop Culture Visually (25 points) - Due Feb 19**

On a sheet of paper, 8 x 10, define and represent digital media: what it does, what its fore and how you might think it intersects with race/gender/sexuality. Through words, images, or any other signifiers, it is your job to provide an understanding and clear visual definition to a person unfamiliar with the idea of and meaning behind Pop Culture; design a mini poster that documents and visually represents race, racism and digital media. Provide a one page typed description.

-or-

**Pinterest Defining Digital Media/Pop Culture Visually**

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Create a new board on your Pinterest account and pin and annotate pictures/videos to define and represent digital media: what it does, what its fore and how you might think it intersects with race/gender/sexuality.

Book Review (75) - Due March 21
Chose from one of the three optional books ("Cognitive Surplus," "Amusing ourselves to Death," or "The Dumbest Generation") and write a critical review demonstrating your ability to apply class concepts to contemporary writing on technology and digital media. Your review should be 5-6 pages typed, double-spaced, 12pt font, APA style, guide http://owl.english.purdue.edu/owl/section/2/10/ resource/717/01/. A minimum of 1 (non-class materials) academic references are to be included in your paper. You may use this review as a starting point for your final project.

-or-
Create a word cloud that incorporates the major themes of the book and your review and critique. You can use a word cloud generator such as http://www.wordle.net. In addition, you will also have to provide a 3 page abbreviated review that conforms to the parameters detailed above.

Midterm (100 points each)
The midterms will consist of short-answer questions, identifications, objective questions, and essays. The midterms will be in-class, closed book exams.

-or-
Blog (200 points)
In lieu of the midterms, students can create and maintain a blog related to class topics. In order to complete the blog assignment, students must sign-up with the instructor by the end of the second week of classes (no exceptions). Beginning in the third week, students must send to the instructor the URL for the student blog. More info will be given through our class blog <http://ces260jh.wordpress.com>

General Information:

Academic Integrity Policy
In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's (including fellow students') work, ideas, or wording as your own. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to read WSU’s Academic Integrity Policy (http://conduct.wsu.edu/default.asp?PageID=5025). Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion.

Reasonable Accommodation
Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class,
please visit the Access Center (http://accesscenter.wsu.edu). All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a specialist.

Campus Safety
In the interest of campus safety and emergency procedures, please become familiar with the information available on these WSU-provided websites.

- Campus Safety Plan  http://safetyplan.wsu.edu
- Emergency management web site http://oem.wsu.edu
- WSU Alert site  http://alert.wsu.edu

Grade Problems
During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for our course so we can try to fix any bad situation early, before it’s too late. You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Please do not come to ask me to change your grade after you have failed our course.

Class Schedule: Schedule subject to change. Any modifications will be announced and posted on class blog <http://ces260jh.wordpress.com>.

Week 1  Class Introduction & Syllabus - Framing Contemporary Discourse

01/08 T: Syllabus
01/10 R: Documentary: Race the Power of an Illusion - The Difference Between Us

Week 2  Framing Contemporary Discourse - ColorBlind Racism

01/15 T: -Bonilla-Silva & Dietrich - The Sweet Enchantment of Color- Blind Racism in Obamerica
          -Winant - Race and Racism: Towards a Global Future
01/17 R: -Winant - Dealing with Racism in the Age of Obama

Week 3

01/22 T: -Wise - We Have a Black President, But That Doesn’t Resolve the Deep Racism Built into the American Psyche
01/24 R: -McIntosh - White Privilege: Unpacking the Invisible Knapsack

Week 4  Crash Course in the “Culture Industry” & Why we Still Need Marx

01/29 T: -Adorno & Horkheimer - The Culture Industry: Enlightenment as Mass Deception

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Week 5
02/05 T: Documentary - No Logo
02/07 R: Blogging Day

Week 6 Foundations for Studying Race, Gender and the Media - Theory Everyday
02/12 T: - Lind - Laying a Foundation for Studying Race, Gender, and the Media
- Gorham - The Social Psychology of Stereotypes: Implications for Media Audiences
Race After the Internet - Introduction
02/14 R: - LGBT Identity and Online New Media - Introduction
- Daniel Araya - Introduction: Collective Intelligence
- Lerman, Oldenziel & Mohun - Introduction: Interrogating Boundaries
- Rabinovitz & Geli - Introduction
- Everyday Theory - Introduction

Week 7 Historicizing the Digital Revolution
02/19 T: - Race After the Internet - Chapters 1 & 2
- Day - The Erasure and Construction of History for the Information Age: Positivism and its Critics
02/21 R: - Boupha, Grisso, Morris, Webb & Zakeri - How College Students Display Ethnic Identity on Facebook
- Breindl & Gustafsson - Leetocracy: Networked Political Activism or the Continuation of Elitism in Competitive Democracy
- Everyday Theory - Fredric Jameson & Jeanette Winterson

*Midterm Grade Check*

Week 8 Migrant Farmworkers in Star Wars, Virtual Subalterns & Video Games
02/26 T: - Race After the Internet - Chapter 4 & 5
- Everyday Theory - Anzaldúa
02/28 R: - Race After the Internet - Chapter 7
Week 9  **History, Memory and Meaning**
03/05 T:  - Race After the Internet - Chapter 3 & 12  
          - Everyday Theory - *Stewart Hall*
03/07 R:  Blogging day

Week 10  **NO Class, Spring Break**
03/12 T:  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
03/14 R:  ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Week 11  **Radical Democratic Politics & Surveillance**
03/19 T:  - Everyday Theory - *Chantal Mouffe*  
          - Race After the Internet - Chapter 6
03/21 R:  - Everyday Theory - *Michel Foucault*  
          - Derrida - *Rogues: Two Essays on Reason Chapter. 8*

Week 12  **Gender & Technology**
03/26 T:  - McGraw - *Why Feminine Technologies Matter*  
          - Oldenziel - *Why Masculine Technologies Matter*
03/28 R:  - Herzig - *Situated Technology: Meaning*  
          - Crenshaw - *Mapping the Margins: Intersectionality, identity politics, and violence against women of color*

Week 13  **Cyber Feminism**
04/02 T:  - Everyday Theory - *Donna Haraway*  
          - Hawthorne & Klein - CyberFeminism: Introduction  
          - Pollock & Sutton - *WomenClick: Feminism and the Internet*
04/04 R:  - Hawthorne - *Connectivity: Cultural Practice of the Powerful or Subversion from the Margins?*  
          - Hughes - *The Internet and the Global Prostitution Industry*  
          - English - *Why Virtual Reality?*

Week 14  **Reload: Rethinking Women and Cyberculture**
04/09 T:  - Booth & Flanagan - *Introduction*  
          - Stein - *A CyberRoom of One’s Own*  
          - Adam - *The Ethical Dimension of Cyberfeminism*
04/11 R:  - Hollinger - *(Re)reading Queerly: Science Fiction, Feminism, and the Defamiliarization of Gender*  
          - Ramirez - *Cyborg Feminism: The Science Fiction*
-Currier - Assembling Bodies in Cyberspace: Technologies, bodies and Sexual Difference

**Week 15**  
**Desire, Sexuality and Digital Technologies**  
04/16 T:  
- Everyday Theory - *Sedgwick*  
- Burgers - User-Created Content and Everyday Cultural Practice: Lessons from YouTube

04/18 R:  
- LGBT Identity and Online New Media - Chapters 2 & 4

**Week 16**  
**Commodity Networks & Community Spaces**  
04/23 T:  
- Rich - Compulsory heterosexuality and lesbian existence  
- LGBT Identity and Online New Media - Chapters 5, 7 & 9

04/25 R:  
- LGBT Identity and Online New Media - Chapters 20 & 21

*Your continued enrollment in this course indicates you have read and understand the information contained within this syllabus, and that you agree to comply with the procedures and rules expressed within.*