

Ethnic Studies 101: Ethnic Images in Film
Spring Quarter 2012
TH 5-7:50pm, Solis 104

Instructor: Rebecca J. Kinney, Ph.D.
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Office: SSB 244
Office Hours: Thursday 2-4 (SSB 244)
and by appointment

“Movies not only provide a narrative for specific discourses of race, sex, and class, they provide a shared experience, a common starting point from which diverse audiences can dialogue about these charged issues.”

--bell hooks

“Movies do not merely offer us the opportunity to reimagine the culture we most intimately know on the screen, they make culture.”

--bell hooks

Purpose and Rationale

In this course we will look beyond film as “entertainment” and read films as social texts that offer meaning both at point of production and at point of reception. As such we will analyze aesthetics, form, function, and spectatorship. In particular we will study films across multiple genres to understand how the “space” of film and the intersections of race, class, gender, and location produce knowledge of and by communities of color.

Section Information*

Section	Day	Time	Location	TA	Email
A01	Monday	2-2:50	Solis 110	Marilisa Navarro	m3navarr@ucsd.edu
A02	Monday	3-3:50	Solis 110	Marilisa Navarro	m3navarr@ucsd.edu
A03	Wednesday	1-1:50	Solis 110	Candice Rice	ctrice@ucsd.edu
A04	Wednesday	2-2:50	Solis 110	Candice Rice	ctrice@ucsd.edu

***You must attend the section you are registered for.**

Required Texts

A custom course reader is available for purchase from University Readers. It is also on reserve at the library.

Ordering information:

The course pack price is **\$98.55**, and includes materials that we will use in class daily. Also, please keep in mind that our institution adheres to copyright law, so any copyrighted material should not be copied or duplicated in any manner

To purchase the textbook, please follow the instructions below:

Step 1: Log on to <https://students.universityreaders.com/store/>.

Step 2: Create an account or log in if you have an existing account to purchase.

Step 3: Easy-to-follow instructions will guide you through the rest of the ordering process. Payment can be made by all major credit cards or with an electronic check.

Step 4: After purchasing, you can access your partial digital pack (FREE 30%) by logging into your account and clicking **My Digital Materials** to get started on your readings right away.

Orders are typically processed within 24 hours and the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you experience any difficulties, please email orders@universityreaders.com or call [800.200.3908 ext. 503](tel:800.200.3908).

Requirements

1. Attendance—You are required to attend both lecture and section.
2. Readings—You should complete the readings by the beginning of the week they are assigned.
3. Film Essays—You will write two 500-750 word essays (2-3 pages) based on the film assigned for “out-of class” viewing. You will receive the prompt 1 week before it is due.
4. Exams
 1. Midterm: in-class Thursday May 10th
 2. Final Exam: in-class Thursday June 14th at 7:00-9:50pm

Grading

Discussion Section	25%
Essays (2-15% each)	30%
Midterm	20%
Final Exam	25%

Disability Resources Statement

Students requesting accommodations and services due to a disability for this course need to provide a current *Authorization for Accommodation (AFA) letter* issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters.

For additional information, contact the Office for Students with Disabilities:

858.534.4382 (V)

858.534.9709 (TTY) - Reserved for people who are deaf or hard of hearing

osd@ucsd.edu

<http://disabilities.ucsd.edu>

Absences

In the event of an absence it is your responsibility to arrange to get lecture notes from a classmate. Please do not ask me: “Did we do anything in class?” We always do something in class and you are responsible for any material covered in class. You are also welcome to come to Office Hours and discuss missed material.

Late and Make-Up Policy

I do not accept late work and do not allow make-up assignments. Please review the syllabus so that you may plan ahead for deadlines.

Email Policy

Please be advised that I only answer and check email during business hours and it may take me up to 2 business days to reply to your email. I also do not reply to emails that have no salutation or in which you do not identify yourself. Remember that emails to professors and instructors are a form of professional, business communication.

Ground Rules

There will likely be a wide range of opinions among students, many of which may be rooted in your personal experiences. Our goal in this classroom is to stimulate critical analysis, challenge paradigms, and raise questions so that as a class we may engage in respectful and considerate debate and discussion. Offensive and insulting contributions to class discussions or behaviors and/or comments that otherwise disrupt the learning process are not acceptable. Abusive and harsh language will not be tolerated in this classroom.

UCSD Principles of Community and Academic Integrity

The term “academic integrity” represents a complex of values and practices essential to the successful pursuit of education at UCSD. Students are members of the academic community, with accompanying rights and responsibilities based on honesty, trust, fairness, and mutual respect. UCSD affirms the right to freedom of expression and, at the same time, is committed to the highest standards of civility and respect among the faculty, staff, and students. In keeping with these fundamental ideals, please familiarize yourself with the “UCSD Principles of Community,” available at <http://www.ucsd.edu/principles/>. Academic integrity, however, entails more than is contained in this declaration. It necessarily includes a personal, individual commitment to contribute to and maintain a supportive learning environment for all UCSD students within as well as outside of the classroom. Above all, it means upholding the rules of academic honesty – doing your own work on all assignments and examinations, written or otherwise; and giving credit where credit is due when using the words or ideas of others (that means citing so make sure you do this when is necessary in the response papers, the midterm, and the final, using proper conventions).

COURSE SCHEDULE

Subject to Change

Filmic Spaces of Race: On Representations and Looking

Week 1, April 5th

In-Class Film:

Representation and the Media

Crash (excerpts)

American Beauty (excerpts)

Readings:

- hooks, bell. “Introduction: Making Movie Magic” in *Reel to Real*. 2009. New York: Routledge pp. 1-12
- Corrigan, Timothy. 2004. "Beginning to Think, Preparing to Watch, and Starting to Write" pp. 17-35, in *A Short Guide to Writing About Film*. New York: Pearson

Filmic Spaces of Race: The City

Week 2, April 12th

In-Class Film:

Walkout!

Readings:

- Lopez, Ian Haney. "The Chicano Movement and East L.A. Thirteen" pp. 157-177 in *Racism on Trial: The Chicano Fight for Justice*. 2003. Cambridge: Harvard University Press.
- Yang, K. Wayne. 2007. "Organizing MySpace: Youth Walkouts, Pleasure, Politics, and New Media". *Educational Foundations*. 21 (1-2): 9-28.

Week 3, April 19th

In-Class Film:

Fall of the I-Hotel

Out of Class Film:

Chavez Ravine

Readings:

- Lipsitz, George. "Introduction: Race, Place, and Power" in *How Racism Takes Place*. 2011. Temple University Press. pp. 1-21

Week 4, April 26th

Film Essay #1 Due

In-Class Film:

Boyz 'n the Hood

Readings:

- Sides, Josh. 2004. "Straight into Compton: American Dreams, Urban Nightmares, and the Metamorphosis of a Black Suburb," *American Quarterly*, 56(3): 583-605.
- hooks, bell. "The Oppositional Gaze: Black Female Spectators" in *Reel to Real*. 2009. New York: Routledge pp. 253-274.

Week 5, May 3rd

In-Class Film:

A Village Called Versailles

When the Levees Broke Act I (excerpts)

Readings:

- Leong, Karen, Christopher A. Airriess, Wei Li, Angela Chia-Chen Chen, and Verna M. Keith. "Resilient History and the Rebuilding of a Community: The Vietnamese American Community in New Orleans East." *The Journal of American History* (2007) 94 (3): 770-779.
- Camp, Jordan T. "We Know This Place": Neoliberal Racial Regimes and the Katrina Circumstance." *American Quarterly* (2009) 61(3): 693-717.
- Patterson, Sunni. "We Know This Place." *American Quarterly* (2009) 61(3): 719-721.

Week 6, May 10th

Midterm

In-Class Film: Gran Torino

Readings:

- Schein, Louisa and Va-Meng Thoj. "Gran Torino's Boys and Men with Guns: Hmong Perspectives" in *Hmong Studies Journal*, Volume 10: 1-52.

Filmic Spaces of Race: Borderlands and the Frontier

Week 7, May 17th

In-class Film:

Ballad of Little Jo

Readings:

- Kaplan, Amy "Manifest Domesticity." *American Literature*, Volume 70, no. 3, pp. 581-606.

Week 8, May 24th

In-class Film:

Senorita Extraviada

Out-of class Film:

Finding Dawn

Readings:

- Razack, Sherene. "Gendered Racialized Violence and Spatial Justice: The Murder of Pamela George," pp. 121-156 In *Race, Space, and the Law: Unmapping a White Settler Society* 2002. Toronto: Between the Lines
- Fregoso, Rosa Linda. "Toward a Planetary Civil Society" pp. 35-66 in *Women and Migration in the U.S.-Mexico Borderlands*, edited by Denise A. Segura and Patricia Zavella 2007. Durham: Duke University Press.

Week 9, May 31st

Film Essay #2 Due

In-class Film:

Paris is Burning

Readings:

- Butler, "Gender is Burning" in *Bodies that Matter* 1993, 2011. New York: Routledge pp. 81-97.
- hooks, bell. "Is Paris Burning?" in *Reel to Real*. 2009. New York: Routledge pp. 275-290.

Week 10, June 7th

In-class Film:

Amreeka

Readings:

- Brown, Alison P. "The Immobile Mass: Movement Restrictions in the West Bank" *Social & Legal Studies* 2004 13(4): 501-521

Final Exam, Thursday June 14th 7-9:50pm

Majoring or Minor in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact **Error! MergeField was not found in header record of data source.**, Ethnic Studies Department Undergraduate Advisor, at

858-534-3277 or yescamilla@ucsd.edu or www.ethnicstudies.ucsd.edu