ART 150: Multicultural America | Summer 2015
(Art 150-802 | 49427)

DRAFT

Summer Session I: Six-Week Session | Tuesday, May 26 – Saturday, July 4

Instructor: Dr. Shelleen Greene
Email: greenes@uwm.edu
Office Phone: (414) 229-6199
Office Location and Hours:
Mitchell Hall 423 (After June 23) / Phone / Skype
By appointment

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: a photo book (digital or print based). No prior media arts experience is required/expected and part of the course time will be utilized in lab time to demonstrate a variety of simple creative tools that might be employed.

In order for each student to extend and enhance their understanding of transcultural similarities and differences, students will complete 15 hours of service learning in the Milwaukee area. The service learning component to 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 some aspect of Milwaukee’s multicultural history based on their direct engagement in community activities designed to broaden their perspectives on multicultural diversity in everyday life. Each student will be required to construct photo essays or multimedia essays based on this experience. The final class project, a media archive, will also work in conjunction with the service learning partnership.

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 service learning site.

Cultures and Communities Program Course: required service learning component

Learning Objectives for Cultural and Communities Certificate Program. Students will be able to:

1. Reflect critically on their own cultural identity and background, connecting personal history to larger social and historical forces.

2. Identify the major cultural groups in American history and discuss their distinct contributions and principal conflicts, especially as these illustrate the impact of inequalities of access, resources, wealth, and/or justice.

3. Distinguish between individual bias and structural oppression, with analysis of specific examples involving diverse social and/or cultural groups.

4. 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.

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 DIGITAL STORY

1. 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 culminating project will examine what you have learned about your cultural identity and the cultural diversity of Milwaukee in the context of your service learning experience, 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 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 and Cultural Identity Statement, which asks you to write a 600-800 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 and Cultural Identity Statement, where you are asked to reflect upon your upbringing, understanding of your cultural identity, your service learning experience, and your changing notions of racial and ethnic diversity. Criterion 6 will be achieved in the Service Learning 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 component.

**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. Service Learning and Cultural Identity Statement 50 points
2. Service Learning and Cultural Identity Narrative 50 points
3. Digital Story 100 points
4. In-class Presentation (F2F ART 150 ONLY) 50 points

TOTAL: 250 Points

**Service Learning Component:**

In cooperation with the UWM Service Learning Center, students will complete 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

**Please note:** service learning is a required component of Art 150: Multicultural America. You will not be issued a passing grade without the required 15 hours service learning component.

**Required Books and Software:**

• WeVideo Premium Plan: $7.00/month or $48/year.

• *The Asian American Literary Review*. Special Issue on Mixed Race. 4.2: Fall 2013. Available at the UWM Bookstore.

• Additional readings posted as .pdf on D2L (as noted on the syllabus)

• Lynda.com software tutorial site

**Required Equipment and Software:**

• *WeVideo*: [http://www.wevideo.com](http://www.wevideo.com). You are required to purchase the Premium Plan: $7.00/month or $48/year. **You MUST get the Premium Plan.** The Personal Free plan will not give you enough cloud storage or export time.

• Laptop computer (Windows or OSX). If you do not own a laptop, 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. **PLEASE NOTE: ALL MEDIA FOR DIGITAL STORIES MUST ALSO BE UPLOADED TO WeVideo.**

• 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 policies on D2L).

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

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

**COURSE ASSIGNMENTS AND PERCENTAGES**

**ASSIGNMENT INSTRUCTIONS, PROMPTS, AND RUBRICS WILL BE INTRODUCED IN CLASS AND POSTED ON THE D2L COURSE SITE**

**PREASSESSMENTS (D2L) [5% of final grade]:**

* Service Learning Expectations: (25 points)

* Identity Statement: (25 points)

* Art 150: Multicultural America: (5 points)

* What is Multiculturalism?: (5 points)

**TOTAL** 60 points
SERVICE LEARNING ASSIGNMENTS [20% of final grade]:

- Service Learning Journal: Journal entries (text, photo, and video) about the service learning experience and project development.

TOTAL 3 minimum /50 points each / 250 points total

Meets course learning objectives 4 and 5

Please note (again): If the minimum 15 hours service learning is not completed by SATURDAY, July 4 you will not receive a passing grade for ART 150.

ASSIGNMENTS (FULL INSTRUCTIONS SHEETS AND RUBRICS POSTED ON D2L)

ATTENDANCE AND PARTICIPATION [5% of final grade]:
See Attendance/Participation Policy

MEDIA EXERCISES [15% of final grade / 100 points each]:

Identity Wheel (Cowbird): MON JUNE 1
Whiteness: MON JUNE 15
March on Milwaukee (Cowbird): MON JUNE 29

TOTAL 400 POINTS

Meets course learning objectives 1, 2, 3

DIGITAL PROJECT [25% of final grade]:

THE FINAL PRESENTATION DATE WILL BE DUE FINALS WEEK. INSTRUCTIONS AND RUBRIC ON A SEPARATE SHEET.

Meet course learning objective 3 and 5

READING REFLECTION [15% of final grade/50 points each]:

Meets course learning objectives 1, 2 and 4

FINAL DIGITAL STORY (GER Arts and Diversity Assignment – see above) [20% of final grade/100 points] Due FRIDAY JULY 10
Meet course learning objective 3 and 5

Grading (%)

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Attendance/Participation Policy:
Weekly attendance and participation are required. If you cannot attend class 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 excused absence. **Official letters for excused absences are due within two weeks of the absence date. Letters will not be accepted after the two-week period** except for exceptional circumstances that must be relayed to the instructor. After two absences, each unexcused absence will result in a 1/3 reduction in your final grade (ex. A to A-). An unexcused late arrival or early departure (15 minutes or more) is considered a half-absence. An unexcused departure after the break is considered a full absence. Eight or more unexcused absences may result in automatic failure of the course. Students receive a maximum of ten (10) points per class for attendance and participation. If you do not participate or you display any disruptive behavior in class (including frequent departure, talking during lecture, use of cell phone, inappropriate behavior or language) you will receive partial credit for the session. In extreme circumstances of disruptive behavior, the instructor reserves the right to issue a zero (0) for the attendance/participation grade, even if the student is present in class.

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. 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 is a 3cr. undergraduate GER course. The course is fully online and runs during the first six week session. You should expect to take at least 98 hours over the course of the semester completing online lectures and assigned readings. There are 3 service learning and project development posts which you should expect to require 20 - 30 minutes each, for a total of 3 hours. The digital media projects should take approximately 3 – 5 hours to complete, for a total estimated time of 20 hours. Your service learning will take approximately 15 hours. This class may take approximately 145.5 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: Union Theater screenings (one point each event with 1 page, 250 work critique), 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.

Media:
When available, screened films will be placed on reserve at the UWM Multimedia Library or through the libraries’ streaming service, KANOPY. 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 for project storage. You may use a personal laptop for project development and storage.

Screening:
When available, films will be placed on reserve at the UWM Multimedia Library or be available streaming through 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.

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

Academic Policies:
The Department of Art and Design follows UWM academic policies, which are posted on the departmental bulletin board, or available online at: www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

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.
**Service Learning Component:**
In cooperation with the UWM Center for Community-Based Learning, Leadership, and Research/Institute for Service Learning, students will complete 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: [http://www4.uwm.edu/community/students/asl.cfm](http://www4.uwm.edu/community/students/asl.cfm)

Please note: service learning is a required component of Art 150: Multicultural America. You will not be issued a passing grade without the required 15 hours service learning component.

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

**Course Schedule:**
Revisions to the syllabus will be posted on the D2L site. You are responsible for the readings on the day noted on the syllabus (i.e. you should be ready for discussion on the day the readings are listed on the schedule). The indicated page numbers are for the original text. Also, all work must be turned in on the assigned due dates.

**PREASSESSMENTS (LOCATED IN D2L QUIZZES SECTION): DUE TUESDAY, JUNE 2 11:59PM**

**Work Week 1 | MAY 26 – JUNE 1: DEFINING RACE AND ETHNICITY | HOW IMAGES “SPEAK”: FRAME AND FIGURE**

Learning Objectives:
- Understand the meaning of the terms ‘race,’ ‘ethnicity,’ and ‘nationality’ and how they will be applied to our image analysis
- 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
- Introduce WeVideo

Readings:
- Gregory Jay, “Terms for Multicultural Studies: Defining ‘Race,’ ‘Ethnicity,’ and ‘Nationality’.” (pdf on D2L)
- _____________. “What is Multiculturalism?” (pdf on D2L)

**Reading Reflection #1 DUE MONDAY JUNE 1**

**FIRST PROJECT: IDENTITY WHEEL – DUE MONDAY JUNE 1**

**SIGN UP FOR SERVICE LEARNING**

**Work Week 2 | JUNE 2 – JUNE 8: WHITENESS**

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)

Digital Storytelling Readings:
• The Seven Elements of Digital Storytelling (pdf)

Reading Reflection #2 DUE MONDAY JUNE 8

Work Week 3 | JUNE 9 – JUNE 15 : CIRCLING THE CROSS | “PICTURING US”

Learning Objectives:
• Analyze how media producers challenge stereotypes of Native Americans and write alternative narratives of U.S. history and culture
• 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 9, “The End of the Frontier: The Emergence of an American Empire.” pp. 209-231
• Takaki: Chapter 13, “To ‘the Land of Hope’: Blacks in the Urban North.” pp. 311-335

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

Recommended Reading:

Screening:
• Couple in a Cage: Guatinaui Odyssey (Coco Fusco and Guillermo Gómez-Peña, 1993) 27 min.
• World Bridger Media Workshop Projects: Youth Empowerment through Media Production

Visual Artists:
• James Luna, Coco Fusco, Guillermo Gómez-Peña, 30 Americans (D2L link to http://mam.org/30-americans/)

SECOND PROJECT: TALKING ABOUT WHITENESS – DUE MONDAY JUNE 15

Reading Reflection #3 DUE MONDAY JUNE 15

SERVICE LEARNING / PROJECT DEVELOPMENT JOURNAL AND MEDIA PROJECT ENTRY #1 – DUE MONDAY JUNE 15

Work Week 4 | JUNE 16 - 22: “SEARCHING FOR GOLD MOUNTAIN” | DIGITAL MURALISM AS
ARTIVISM

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

Visual Artists

Reading Reflection #4 DUE MONDAY JUNE 22

SERVICE LEARNING / PROJECT DEVELOPMENT JOURNAL AND MEDIA PROJECT ENTRY #2 – DUE MONDAY JUNE 22

Work Week 5 | JUNE 23 – 29: MIXED-RACE IDENTITY

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 #5 DUE MONDAY JUNE 29
THIRD PROJECT: MARCH ON MILWAUKEE – DUE MONDAY JUNE 29

Work Week 6 | JUNE 30 – JULY 4: FINAL DIGITAL PRESENTATION

WORK WEEK: COMPLETE FINAL DIGITAL STORY

SERVICE LEARNING / PROJECT DEVELOPMENT JOURNAL AND MEDIA PROJECT ENTRY #3 – DUE SATURDAY JULY 4

COMPLETED FINAL DIGITAL STORY DUE SATURDAY JULY 11 2015

*****ENJOY YOUR SUMMER BREAK!*****