

# **C/I 101H: THE COLOR OF LOVE: “GUESS WHO’S COMING TO DINNER?” & BEYOND**

Fall 2015 \* MWF 10:00am-10:50am \* Hopkins 310

Group movie viewings Mondays, 7:00pm-9:00pm, Hopkins 3<sup>rd</sup> floor

**Professor: Lisa M. Brown, Ph.D.**

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**Please note that all facets of the syllabus are subject to change at the professor’s discretion.**

***Within commodity culture, ethnicity becomes spice, seasoning that can liven up the dull dish that is mainstream white culture.*** – bell hooks, *Eating the Other*

## **Course Overview**

Even though the US is often considered an ethnic melting pot, the vast majority of U.S. citizens establish long-term romantic relationships with someone of their own race or ethnicity. According to the U.S. Census roughly 94% of Black people and roughly 96% of White people in the US marry someone their own ethnicity. These numbers stand in striking contrast to television and movie portrayals in which interethnic relationships are relatively common and happen uneventfully (for example, on *Grey’s Anatomy*). Also, while pop culture often focusses on Black-White couples, the most common type of interethnic couple is Hispanic-White couples. In this course we will examine racial and ethnic portrayals in popular media, compare these images to demographic trends in the US, focus on discrepancies between the two, and discuss why these discrepancies exist and what purposes they may serve.

We will examine these issues in multiple ways: 1) examining rates of interethnic marriage and related phenomena using U.S. Census data and other sources; 2) analyzing films (mostly) featuring interethnic romantic relationships as reflections (and possibly creators) of common stereotypes of these relationships; and 3) reading articles and texts on film analysis, stereotypes of ethnic groups, the histories, experiences and psychologies of ethnic groups in the U.S., and the use and portrayal of race in popular culture.

## **Course Requirements**

***I will make every reasonable attempt to grade blind.*** In order to maintain blind grading on assignments submitted through turnitin.com, you must create a new or edit an existing turnitin.com account. For your first name, enter your four-digit personal class ID number. For your last name, enter your four-digit personal class ID number. Submit all of your assignments for this class using this account that keeps your identity masked from me unless instructed otherwise. To receive credit for an assignment you must

submit all written assignments both on hardcopy and on **turnitin.com** unless instructed otherwise in writing. **Instructions for assignments (and other course documents) are posted on Moodle.** You must complete hardcopies on a word processor, double-spaced, with 1" margins on all sides and 12 pt. font. **The turnitin.com class ID is 10456974. The password is class.**

**Papers:** You will be responsible for writing four papers throughout the semester. The papers will each be worth 11.25% of your course grade. The papers will consist of your analysis of the movies in light of the readings up to that point in class. In the paper you may provide an analysis of the film, present evidence regarding any stereotypes in the movie, and/or provide statistics regarding actual rates of interethnic marriage. You will receive more detailed instructions for each assignment. These are research papers and therefore you need to cite your sources correctly. If you present any ideas from another source in a way that suggests to the reader that they are your ideas, you have committed plagiarism. Plagiarism is a violation of the Austin College's Academic Integrity Policy. Some of you may have been taught incorrect rules for citing sources in high school. While this is unfortunate, this is not an excuse. While there will be some leniency in the early part of the course, our tolerance will decrease throughout the term. For example, if you plagiarize on your first paper, you will have to rewrite the paper. However, if you plagiarize on your third or fourth papers, you will be reported to the Academic Integrity Council.

**Exams:** There are four 50-minute exams consisting of short answer questions each worth 11.25% of your course grade. These exams will be cumulative. A review sheet for each exam will be posted on Moodle at least one week before the exam.

**Archival Data Project:** There is one project for which you retrieve data from the U.S. Census and other sources. This project will be worth 10% of your course grade.

### Required Readings

All required readings are on the Moodle webpage for our course. There is a schedule of readings at the bottom of this syllabus. While waiting to read until after the lecture is typical of many students, reading in preparation for lecture will enhance your understanding of the material. It will also allow you to participate in class discussions.

A common mistake among many first-time college students is to underestimate the rigor of college work, and consequently, they do not need to study sufficiently. Please do not make this mistake. This mistake has caused many students to earn poor grades on their first exams and/or papers and get themselves into a "grade pit" that is very difficult to escape. Better to start out with an A than to try to salvage a C.

### Miscellaneous

1) **I do not offer any extra credit assignments**, so plan accordingly. Incomplete grades are only appropriate when an unforeseen circumstance (e.g., an extended illness or severe accident) affects your ability to complete the assignments for this class in a timely manner. The incomplete allows you to complete the missed work at a later time; it does not allow you to retake a test solely for the reason of improving your grade.

2) **If you miss class**, you are responsible for making up the work. Please do not ask me for lecture notes. However, you may ask your classmates. If you have questions about a classmate's notes (or in general), please ask me for clarifications. Students who have more than three unexcused absences may be reported to the Student Services Office and/or your mentor. Students who have more than four unexcused absences may be dropped from the class. As

mentioned above, if you will be out of town on an exam day for an official absence, it is necessary for you to take the exam before you leave. Such absences generally do not count as unexcused absences; however, if you have already expended your allotment of unexcused absences or you are doing poorly in the class, I will determine if official absences count as unexcused absences on a case-by-case basis.

3) **Make-up exams without a late penalty** after the scheduled exam time will **only** be offered in the case of a **documented** emergency, illness or death in the family. Make-up exams will consist of short answer questions. When you are ill, I need an official note from a medical professional (e.g., an email from the campus nurse). In the case of ongoing problems, you or your family should notify Karen Spore in Student Affairs at 903.813.2228. Notification of your absence on an exam day should be given preferably prior to but no later than the day of the class, and prior to the start time of the class to avoid a late penalty. You may reschedule assignments ahead of time if a conflict arises.

4) **Regarding reviewing your exams**, I do not give exams back to students. If you would like to review an exam you have taken (and I strongly encourage you to do so), please come to my office hours. I will keep your course materials through the end of the following semester. After that point, I will throw them out.

5) **If you have a documented disability** for which you would like accommodations, please inform me by the second week of class. It is your responsibility to remind me of your accommodations at least a week before I distribute each assignment or exam. To arrange for accommodations, you will need to register as soon as possible at the Academic Skills Center with Laura Márquez-Ramsey, the Director of the Academic Skills Center, (903) 813-2454, Suite 211 of the Wright Campus Center. For information on this process, go to <http://www.austincollege.edu/campus-life/academic-skills-center/>.

6) **Turn your cell phones off or on silent during class.** Please clear it with me if you feel that you have an emergency situation that requires that you put your cell phone on vibrate mode while you are in class. You can enter your class schedule into a cell phone app (e.g., Studious [for Android phones]), and it will silence your phone when you are in class. If you need to use your phone, please step out of class to do so.

7) **Please be courteous in class to fellow students and to me.** This includes not holding conversations, not reading for other classes or for pleasure, not studying for other classes, not doing games or puzzles, not text messaging or emailing, not surfing the net, not flirting, etc. during class. Please make an effort not to fall asleep in class. Be respectful not to leave during class unless absolutely necessary. If you know you will need to leave during class, then sit near the door. Students who routinely text, surf the net or are otherwise distracted during class will be dropped from the class.

8) **The GRADING SCALE** is as follows: A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; D = 64-66; D- = 60-63; E = 59 or below. Generally grading will be done “blind,” so only put your personal class ID number on your assignments. I will downgrade all late work a third of a letter grade for each day late including weekend days. If you want to contest a grade, please do it during the course. I will keep course materials only until the last day of the subsequent semester. I will discard them after that time.

9) **You are responsible for keeping track of your grades in the course.** Do not assume that you are passing the course or that the course grade will be curved so that no one fails. If you are concerned about your progress in the class, please come and see me – the earlier in the semester, the better.

10) **Academic Honesty:** The academic process is one in which all members of the class, instructors and students alike, disseminate information and acquire knowledge with goals of both personal fulfillment and collective improvement through intellectual enrichment. Academic dishonesty completely undermines this honorable and valuable process. If I have evidence of your suspected academic dishonesty, I will report it to the Academic Integrity Council and you will have the incident noted in your file. Punishment could be as severe as

failing the course. Austin College's detailed statement on academic honesty is in the student handbook, *The Environment*.

### **Avoiding Plagiarism and Cheating**

***Working together on assignments:*** Imagine a math problem involving a right triangle in which one leg of the triangle is 6 inches long while the other is 8 inches long. You and a friend are working on this homework problem. Your friend says, "Help me find the value of the hypotenuse." On the one hand you could say, "It's 10." However, on the other hand you could say, "It involves the Pythagorean theorem:  $A^2 + B^2 = C^2$  where A is one leg of the triangle, B is the other and C is the hypotenuse." In my class the first response would be cheating and the second case would not. I define working together as sharing information regarding the *means* to a solution for an assignment. Sharing the solution is a form of cheating because one person's grade is dependent upon another person's work and unless instructed otherwise, you must produce the solutions to your assignments independently. This includes all aspects of all assignments (e.g., writing papers, producing tables or graphs, entering data, etc.) unless instructed otherwise. You may share strategies and pointers (e.g., "Look at the lecture notes from last week" or "Read p. 52 in the text"). But each person must do the work to solve the problem alone unless instructed otherwise in the syllabus or a handout for the assignment.

***Studying Together for Exams:*** While you may not work together on assignments, we do encourage you to study together for exams. Collaborative learning is beneficial in many ways. It helps you gain varied perspectives on a certain issue. There may be certain things that you have studied that remain confusing to you that other students may understand. There may be certain things that you help other students understand and in the process of explaining things to them, it helps you cement your knowledge. In preparing for exams, we strongly encourage you to study in groups.

***Plagiarism:*** You will write short papers for this class, and you will need citations beyond the required readings. Throughout the body of the paper, if you are summarizing findings or ideas that are not yours, you need to cite where you found that information- even if from the textbook, course readings or lecture. Not giving credit to the original authors is plagiarism. In addition, if you use more than three words in a row from a source, you need to not only cite it but you also need to use quotation marks. Typing in a sentence from a source and then changing every third word but presenting it in your paper as your own ideas and writing is dishonest (i.e., it's cheating). In addition, using work you wrote or created for another course without first clearing it with me and any other professors involved will be considered plagiarism in this course.

***Research Papers and Citing Sources:*** Most of your writing assignments will require you to conduct research. This involves citing the sources for your ideas. If you use someone else's idea, you MUST cite it. This is not only when you quote it; this is ALWAYS. In addition, you include the citation immediately after the sentence with the idea. IT IS PLAGIARISM TO USE SOMEONE'S IDEAS THROUGHOUT A PARAGRAPH AND THEN CITE THEM AT THE END OF THE PARAGRAPH. Maybe this is how some of you were taught in high school. NOT ONLY IS THAT WRONG ACCORDING TO MLA STYLE AND APA STYLE, BUT IT IS ALSO PLAGIARISM. If

you think this is a trivial offense, keep in mind that students were reported to the Academic Integrity Council for this exact type of offense. As your mentor, I believe it is incumbent upon me to give you clear warnings and instructions regarding this issue. However, it is incumbent upon you to take this seriously and to work diligently not to plagiarize. Students often start papers at the last minute. Doing so may not allow you enough time to cite sources properly. Make sure you give yourself enough time to cite things properly so that you do not end up with a violation of Austin College's Academic Integrity Policy.

**Collecting Data:** For certain assignments, you will be asked to collect data. You will be given clear instructions on how to complete this task. Do not fabricate data. This is another violation of the Academic Integrity Policy. People who fabricate data will be immediately reported to the Academic Integrity Council. If you do not understand how to complete a task, simply ask the professor or the C/I leaders. Data collected by our class may be published, and publishing results based upon fabricated data completely undermines the scientific process.

**There are additional notes on avoiding plagiarism and cheating on Moodle. There are also notes on how to do well in this class on Moodle. You are responsible for information and instructions posted in these documents on Moodle even if I do not mention them in class.** Moodle is a website that Austin College uses so that professors may exchange information via the Internet with their students. I use it to post documents you need for the course as well as to send messages to the class. If you are unsure how to sign into your Moodle account, ask another student or ask someone at the IT Helpdesk.

### DATES YOU MAY WANT TO KEEP IN MIND

September 3:	last day to add a course
September 22-24:	Off-campus Jan Term registration
October 2-4:	Family Weekend
October 16:	last day to drop or change grading system
October 20-22:	On-campus Jan Term registration
October 28-30:	Homecoming & Reunion Weekend
November 6:	last day to drop with W grade
November 9-13:	Spring registration
December 7-11:	Exam period

Week 1: Aug 27-31 <b>Overview &amp; Film Basics</b>	<i>Bend It Like Beckham</i>	Doyle; Gaines et al.; Kellner; Marrying Out pp. 1-25; three How to Read a Movie readings
Week 2: Sept 2-7 <b>Stereotype &amp; Prejudice Basics</b> Mon, Sept. 7: <b>PAPER 1 DUE</b>	<i>My Big Fat Greek Wedding</i>	Alsultany; Giordano & McGoldrick; Whitley & Kite ch.1
Week 3: Sept 9-14 <b>Pop Culture &amp; Representations</b>	<i>West Side Story</i>	Blaine; Cofer; hooks
Week 4: Sept 16-21 <b>Stereotypes &amp; Images over Time</b> Mon, Sept. 21: <b>FIRST EXAM</b>	<i>Guess Who's Coming to Dinner?</i>	Harris & Toplin; Spickard ch. 9; Whitley & Kite ch.3; Harris pp. 81-85
Week 5: Sept 23-28 <b>Images of Latinos/Latinas: Hot &amp; Spicy Latin Lovers</b>	<i>Hitch</i>	Liberato et al.; Merskin; Valdivia; Harris pp. 86-87
Week 6: Sept 30-Oct 5 <b>Images of Gay Men &amp; Lesbians: AIDS, Queens, &amp; Dykes</b>	<i>Saving Face</i>	Hubert; Raymond; Harris pp. 94-96
Week 7: Oct 7-12 <b>Images of People of Asian Descent: Dragon Ladies &amp; Eunuch Men</b> Mon, Oct. 12: <b>PAPER 2 DUE</b>	<i>The Wedding Banquet</i>	Hart; Nemoto; Spickard ch. 2; Sun; Thornton; Harris pp. 90-91
Oct 9-11	<b>FALL BREAK</b>	
Week 8: Oct 14-19 <b>Images of Black People: Angry Women &amp; Well-Hung Men</b> Mon, Oct. 19: <b>SECOND EXAM</b>	<i>Jungle Fever</i>	Childs; Gardarphé
Week 9: Oct 21-26 <b>Variations across Couples</b>	<i>Something New</i>	Brown; Childs; Young; review Marrying Out pp. 1-25; Toldson & Marks (2011)
Week 10: Oct 28-Nov 2 <b>Images of Jewish People: Pushy Women &amp; Neurotic Men</b> Mon, Nov. 2: <b>PAPER 3 DUE</b>	<i>The Way We Were</i>	Antler; Spickard ch. 6; Woodward & Joseph
Week 11: Nov 4-9 <b>Geographic Dispersion of Ethnic Groups</b>	<i>Chutney Popcorn</i>	Long; Sadarangani
Week 12: Nov 11-16 <b>Attitudes about Cross-Group Romance</b> Mon, Nov. 16: <b>THIRD EXAM</b>	<i>Liberty Heights</i>	Marrying Out pp. 26-30; Brown, McNatt & Cooper
Week 13: Nov 18-30 <b>Cross-Group Relationship Quality: "They'll Never Be Happy"</b>	<i>My Beautiful Laundrette</i>	Rostosky et al.
Nov 23-27	<b>THANKSGIVING BREAK</b>	
Week 14: Dec 2-4 <b>Cross-Group Relationship Longevity: "It'll Never Last"</b> Wednesday, Dec. 2: <b>ARCHIVAL PROJECT DUE</b> Friday, Dec. 4: <b>PAPER 4 DUE</b>	<i>Monster's Ball</i>	Bratter & King; read all the Harris chapter; review Marrying Out report
Week 15: Dec 7-11	<b>FOURTH EXAM - Tuesday, Dec. 8, 1:00pm-1:50pm</b>	