Notice
This syllabus is subject to change depending on new developments or pace of the class. You are responsible for any and all changes announced in class. The instructor reserves the right to change any course requirements listed below provided they inform you verbally and via e-mail of the changes.

Course Description
The early 1990s witnessed the birth of The Multiracial Movement, a push for U.S. Census recognition that coincided with an explosion of all things mixed race in the public American consciousness—from educational materials to support groups, from art and literature to lunchboxes. But official records of mixed populations are not new or recent—they can be traced as far back as the Antebellum South—and popular representations of racial mixing recur throughout American history.

This class will examine a range of mixed race histories and representations, considering works of art, literature, film, and advertising in relation to the historical, social, and cultural conditions from which they emerged and to which they importantly contributed. How, we will
ask, has “mixed race” been produced, both in terms of the historical circumstances that have made “racial mixing” possible and in terms of the representational work that has shaped how the American public has understood that mixing?

**Course Learning Outcomes**

- students will learn to research and examine the multiracial experience in the U.S. (and beyond) in terms of particular histories and cultural communities;
- students will learn to research and examine representations of mixedness—literary, visual, filmic, and commercial advertising;
- students will learn to analyze representations of mixedness in relation to the historical moments and cultural contexts from which they emerge and to which they contribute;
- students will be able to hold critical conversations about race and mixed race across regional, cultural, and racial boundaries.

**Required Texts**

*Mixed Race in a Box*
(not available in University Bookstore—ordering instructions in class)

Other course texts will be supplied as PDFs on Canvas.

**Course Requirements**

*Participation:*
Be a regular contributor to in-class discussions and group work. Attendance has a major impact on participation grade. Complete all course readings and be prepared to discuss them critically in class.

*Incognegro analysis*
Trace an engagement with race or mixedness across the graphic novel *Incognegro*, picking out 5-7 representative pages. Annotate pages, and include 2-3 page analysis/synthesis/conclusion at end.

*Playing Cards Research Project & Presentation*
In groups, working from a particular playing card from Mixed Race in a Box, conduct research (of images, text, sound, legal/cultural/historical/global background) and build a context for understanding the card, its representation, and its “response.” What does it include and why? What doesn’t it include—what could be added to fill out our picture of this idea of race and how to understand it? How does the image “construct” race, and how does the card conduct anti-racist work? Present findings and conclusions to the class, and turn in presentation as document.

*Asian-Latino Research Project & Presentation*
In groups, examine and analyze Smithsonian Asian-Latino Project (SALP) digital materials—artistic representations of Asian-Latino intersections. Conduct independent historical research on Asian-Latino intersections, culminating in an Asian-Latino History Pin tour. Presentation will
include research findings, History Pin tour, and how these findings add to/change our understandings of selected SALP artistic representations.

**Mixed Madness Project**
Workshop sessions with Naliyah Kaya of MICA for Mixed Madness.

**Journal:**
Complete selected reflections/analyses, “mini-papers,” 2-3 pages each, 8 total, and post on the Canvas discussion board. Turn in your collected mini-papers as a single journal at the end of the semester.

### Course Percentages:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td><strong>Incognegro</strong> analysis</td>
<td>5%</td>
<td>9/14/15</td>
</tr>
<tr>
<td>Journal</td>
<td>25%</td>
<td>Throughout semester, completed journal due 11/30/15</td>
</tr>
<tr>
<td>Playing Card Research Project &amp; Presentation</td>
<td>25%</td>
<td>10/12/15 and 10/19/15</td>
</tr>
<tr>
<td>Mixed Madness Project</td>
<td>5%</td>
<td>12/7/15</td>
</tr>
</tbody>
</table>

### Grading Guidelines
Students earn grades based on their performance on the course requirements listed above. Here is a description of the grading criteria according to the UMD Faculty Handbook ([http://www.faculty.umd.edu/teach/grades.html](http://www.faculty.umd.edu/teach/grades.html)).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+, A, A-</td>
<td>“Denotes excellent mastery of the subject and outstanding scholarship.”</td>
</tr>
<tr>
<td>B+, B, B-</td>
<td>“Denotes good mastery of the subject and good scholarship.”</td>
</tr>
<tr>
<td>C+, C, C-</td>
<td>“Denotes acceptable mastery of the subject and the usual achievement expected.”</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>“Denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.”</td>
</tr>
<tr>
<td>F</td>
<td>“Denotes failure to understand the subject and unsatisfactory performance.”</td>
</tr>
</tbody>
</table>

**Attendance and Participation:** Students should attend all class meetings, be on time, and be prepared to participate on a substantive and analytical level in discussions of the readings and topics. If you do miss class, contact a classmate to make sure you are up to date on all changes. Bring the appropriate texts and syllabus to class every time we meet. Note that UMD’s official attendance policy is available at ([http://www.testudo.umd.edu/soc/atedasse.html](http://www.testudo.umd.edu/soc/atedasse.html)).
**Academic Integrity:** The AAST takes the issue of academic honesty very seriously. We expect our students to uphold high standards of conduct. The University of Maryland is dedicated to ensuring academic integrity, symbolized by the Honor Code upheld by the Student Honor Council. You are asked to write the following pledge on all your written work: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).” Even if you choose not to write the pledge on your work, you are still bound by it. The Student Honor Council defines the following as academic dishonesty:
- **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitation:** intentionally or knowingly helping or attempting to help another to violate any provision of the Honor Code.
- **Plagiarism:** intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise without citation.

Students are responsible for familiarizing themselves with these policies: ([http://www.testudo.umd.edu/soc/dishonesty.html](http://www.testudo.umd.edu/soc/dishonesty.html))

**Classroom Etiquette:** The AAST values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students. At all times students should be respectful of others’ opinions. If you disagree with someone you should express your alternative view using the evidence that led you to your interpretation. Personalized comments, inappropriate language, insults, sleeping, and raised voices are not conducive to learning and will not be tolerated in the classroom. In addition, cell phone texting or viewing and laptop use other than taking notes are disruptive activities that inhibit students’ ability to learn and are to be refrained from in lecture and discussion section. Please place your cell phone on silent or “vibrate” mode while in lecture or discussion section.

**Online Expectations:** We will assume that the e-mail address that you provided to the university is accurate, up to date and checked at least once a day during business days. If your official e-mail address is not up to date, please update it. In addition, all students will be required to sign into Canvas in order to obtain or view course-related files or information. On Canvas we will have links and handouts relating to the course. Note that the instructor will generally inform you verbally and via e-mail when an item has been added to Canvas. You can find information relating to getting started with Canvas here: ([http://elms.umd.edu](http://elms.umd.edu))

**Writing Center:** The UMD English Department offers a superb resource in the form of the campus writing center. It is recommended that you bring your written work to the writing center so that they can help you improve your writing.

Office Number: (301) 405-3787 (The Grammar Hotline)
Location: 1205 Tawes Hall

**Religious Observances:** University policy provides that students “should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed
due to individual participation in religious observances.” Please inform the instructors at the start of the semester if you are going to miss any lecture sessions, discussion sections, exams, or other assignments due to religious observances so that alternative arrangements can be made.

**Special Accommodations:** If you require any special accommodations due to disability please inform the instructor at the beginning of the semester so that the instructor can make arrangements for exams and other items. In addition, please make an appointment with the Disability Support Services (DSS) so that you can learn the procedures and fill out the necessary paperwork. DSS contact information:

- DSS Website: [http://www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS)
- Main office phone number: 301.314.7682 (fax 301.405.0813)
- Location: 0126 Shoemaker Hall – Building #37 (just behind Memorial Chapel)

**Course Evaluations:** During the end of the semester, you will be asked to fill out online course evaluations via the website at [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu). Please take the time to fill out these forms because the AAST takes them very seriously as tools which we can use to improve our teaching. Therefore, over the course of the semester please think about what worked well in the course, what was ineffective in the course, and what you would recommend be done to improve the course.
Course Schedule

Week 1, 8/31: Intros and Course Syllabus
Week 2, 9/7: Incognegro
Journal 1 due
Week 3, 9/14: Incognegro
MRIB
Incognegro analysis due
Journal 2 due
Week 4, 9/21: MRIB
Journal 3 due
Week 5, 9/28: MRIB
Journal 4 due
Week 6, 10/5: MRIB
Week 7, 10/12: Playing Card Presentations
Journal 5 due
Week 8, 10/19: Playing Card Presentations
SALP
Week 9, 10/26: SALP
Journal 6 due
Week 10, 11/2: SALP
Journal 7 due
Week 11, 11/9: SALP
Week 12, 11/16: SALP Presentations
Journal 8 due
Week 13, 11/23: SALP Presentations
Mixed Madness project/workshop
Journal 9 due
Week 14, 11/30: Mixed Madness project/workshop
Final Journals due
Week 15, 12/7: Final Journals responses
Mixed Madness project/workshop