

“A House is (not) a Home:”

Theorizing Race, Gender, and Technology at Home

Professor: Dr. Phoebe Bronstein



This writing and communication course will examine the idea of the American home, family, and domesticity as these concepts and ideologies developed in and around film and television. Not only was television physically integrated into the new postwar domestic space (literally built into the structure of suburban homes) but its programming defined new--white, middle class, and suburban--ideas of the home and asserted raced and gendered roles within that space. We will think of television as an active site (vs the boob tube or “vast wasteland”) reshaping the home, inspiring new technologies, and even familial relations (like the advent

of the TV dinner). In many ways this is a television history class, but we will also consider contemporary television families and how we watch television now--from appointment viewing in primetime to Netflix binging on our computers. In tracking the evolution of domestic tropes (like the housewife or the maid), the technology itself, and how domestic space is articulated as raced and gendered, we will ask questions about what home and television meant and continue to mean as a function of Americanness. We will use these explorations to hone our writing and critical thinking skills, perform close readings, and learn how to make and support ethical arguments.

Contacting me:

- **Office Hours:** M11-2pm in 249 PCH & by appointment
- **E-mail:** pbronstein@ucsd.edu

*The best way to contact me (aside from office hours) is via e-mail. I ask that you expect and allow 48 hours for me to respond. If you do not hear back from me within that window, please email again and politely remind me about your message. Please note that I do not respond to emails Friday evenings-Sunday mornings.

<u>Section</u>	<u>Days</u>	<u>Times</u>	<u>Building</u>	<u>Room</u>	<u>TA Name</u>
<u>E1</u>	<u>MW</u>	<u>9-9:50</u>	<u>YORK</u>	<u>4050A</u>	<u>KATIE HALE</u>
<u>E2</u>	<u>MW</u>	<u>8-8:50AM</u>	<u>WLH</u>	<u>2110</u>	<u>ZACH HILL</u>
<u>E3</u>	<u>MW</u>	<u>9-9:50</u>	<u>WLH</u>	<u>2110</u>	<u>ZACH HILL</u>

<u>E4</u>	<u>MW</u>	<u>11-11:50</u>	<u>HSS</u>	<u>2321</u>	<u>KEVIN ZHANG</u>
<u>E5</u>	<u>MW</u>	<u>12-12:50</u>	<u>HSS</u>	<u>2321</u>	<u>KEVIN ZHANG</u>
<u>E6</u>	<u>MW</u>	<u>1-1:50</u>	<u>HSS</u>	<u>2321</u>	<u>TANIA VALENTINA CALVACHE</u>
<u>E7</u>	<u>MW</u>	<u>2-2:50</u>	<u>HSS</u>	<u>1106B</u>	<u>KATIE HALE</u>
<u>E8</u>	<u>MW</u>	<u>3-3:50</u>	<u>HSS</u>	<u>1106B</u>	<u>MICHAEL VAZQUEZ</u>
<u>E9</u>	<u>MW</u>	<u>4-4:50</u>	<u>HSS</u>	<u>1106B</u>	<u>MICHAEL VAZQUEZ</u>
<u>E10</u>	<u>MW</u>	<u>5-5:50</u>	<u>HSS</u>	<u>1106B</u>	<u>TANIA VALENTINA CALVACHE</u>

CAT 1 Required Texts & Technology:

- A notebook
- *They Say, I Say*, CAT edition (*TSIS*)
- Access to the library website, TritonEd, & UCSD E-mail

Key Course Goals: Argumentative Writing & Citation

- Identify, analyze, and respond to explicit and implicit arguments, and understand why some parts of an argument might not be visible or open to debate. Acknowledge, react, and effectively integrate counterarguments and other points of view (i.e. from readings) into arguments.
- Craft a compelling argument and support it with relevant and carefully evaluated evidence. Develop an ability to read, critique, and create arguments in diverse genres including, when appropriate, multi-media texts.
- Choose a tone that is appropriate to one's subject and audience.
- Practice proper citation and documentation of sources, including in multimodal assignments.

CAT 2 Course Policies

- *For complete CAT policies on attendance, Turnitin, and more please click [here](#).*
- Missing more than four class sessions, either lectures or sections, will result in deducting 1/3 of a letter grade off your final course grade (i.e. an A- would become a B+). Missing 8 or more classes, is grounds for failing the course. Excessive tardiness will also impact your grade and may be grounds for an absence.
- I ask that you have no electronics in lecture or discussion. This includes phones, computers, tablets, etc. There is no penalty and we won't police you, however, it helps keep the class focused and engaged for us all to turn off our electronics. If you have a good reason that you need your electronic device, please talk to your TA and me. We are definitely happy to make exceptions! See [here](#), for more on the benefits of no-tech note-taking.
- Attendance: in lecture, please sit with your discussion section. Your TA will take your attendance in lecture (sometimes just by roll but also by collecting discussion questions and quiz responses).

- Lectures for this class will not be posted on the course website. However, I will regularly post articles, ideas, and screening questions related to the course and the week's topics.

A Note on Attendance, Participation, and Class Citizenship

This course functions best only through your consistent attendance and participation in both lecture and discussion section. This means you need to consistently show up to class prepared--having done the week's readings and screenings--and ready to engage in open and constructive dialogue.

A note on class/college citizenship: Please note that in this class, we will discuss the politics of race and gender, among other intersections of identity, such as class and sexuality. These conversations can be difficult, thus, I expect you to practice respect, listening, patience, and kindness with and towards each other. This includes how you speak to both me (your professor), your TA, and your fellow classmates. In this course, your ideas may be challenged and I ask that you are open to that challenge, meeting it with intellectual curiosity, respect for others' ideas and experiences, and empathy. I believe that ethical argumentation is imperative to a civil and just society and that is a value that I hope we form, instill, and engage with in this course. This is all to say, disagree with each other, with me, with your TA, but do so in a way that respectfully engages the other person's ideas.

If you are anxious about speaking in class, please let your TA know ASAP. Our goal is to get everyone talking and engaged because that is how we will all learn best! My hope in this course, is that you learn something cool (about television! And, writing! And, argumentation!), while also learning key skills from asking good questions to drafting and writing that will help you succeed in the CAT sequence and in college more broadly.

Discrimination and Harassment

UCSD does not discriminate on the basis of race, color, age, religion, national origin, sex, marital status, sexual orientation, disability, or status as a U.S. veteran. This class adheres to those guidelines.

Alternative viewpoints are welcome in this classroom. *However, statements that are deemed racist, sexist, classist, ableist, homophobic, or otherwise discriminatory toward others in the class will not be tolerated and students will be asked to leave.* Students come from a wide variety of backgrounds and possess a diverse array of values and beliefs and the classroom must be a safe space to discuss opinions and ideas. As such, I will not tolerate harassment of any kind in my classroom.

Americans with Disabilities Act (ADA)

UCSD complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who may require an accommodation under such provisions should contact me and your TA as soon as possible and no later than the end of the first week of classes or as soon as you become aware. No retroactive accommodations will be provided in this class.

Assignments:

Discussion/Lecture Participation: 10%

*See CAT Participation Guidelines

[Reading/Lecture/Screening Outlines \(10%\)](#)

[Reflection #1](#): 5 %

[Paper # 1](#) (Sequence Analysis): 20%

[Paper # 2](#) (Sequence Analysis with Sources): 20%

[Video Essay](#) (Revision): 25%

[Reflective Cover Letter & Portfolio](#) 10%

[Extra Credit](#)

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the first year writing program at UCSD. In this class (and CAT broadly), you will do a fair amount of peer review, revision, working in groups, and reflection on your work. That is, be prepared both to receive and offer constructive criticism and re-work your writing, presentations, etc.

- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback.
- Revision will be a crucial component of each major assignment. Failure to revise an assignment and/or participate in peer review will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- Self-Evaluations and Reflections are also a crucial part of this course. I will ask you do reflections on your work throughout the term and a final reflective portfolio. If you fail to do a reflection, it will lower your final assignment grade by $\frac{1}{3}$ a letter grade.
- [Grade Contesting Policy](#) (Must be done before Monday of Week 10)

Schedule of Classes:

- I reserve the right to change/alter this schedule as the course progresses. The lecture topic loosely represents what we will discuss that day.
- All major assignments are *due on Fridays by 11:59pm to TritonEd*.
- Reading Outlines are due on Wednesdays in section.
- Please note that all screenings and readings are required and to be completed before class on the day they are assigned (unless otherwise noted).
- All your readings are linked below as PDFs or as html links.
- Screenings are linked below or can be found here:
https://library.ucsd.edu/dmr/courses/822/Winter/2018/cat_2

Week 1: Intro to TV

Monday (Jan 8): Lecture: Intro to TV & CAT 2

Wednesday (Jan 10): Watch (in class): [The Honeymooners](#), “TV or Not TV,” Pilot (1955)

Read: [Jason Mittell](#), “Why Television”

Recommended: Danah Boyd, “[Did Media Literacy Backfire](#)”

Friday (Jan 12): Media Literacy: Understanding TV

Read: TSIS, “Writing as Inquiry” (241)

Watch: [Mad Men](#) (Pilot) (on course reserves)

Week 2: What was television?

Monday (Jan 15): No Class/MLK Day

Wednesday (Jan 17): What was television?

Watch: [Bewitched \(Season 1, Ep 2\)](#) (1964)

Due: Reading/Screening Outline #1 (Use reading and 1 screening from Week 1 & 2)

Friday (Jan 19): Mise en Scene & Cinematography

Read: [Corrigan](#): Mise en Scene & Cinematography

Reflection #1 due by 11:59pm to Turnitin (on TritonEd)

Week 3: What is television?

Monday (Jan 22): What is television?

Read: Lydia Kiesling, “[Watch Again](#)”

Wednesday (Jan 24): What was/is the relationship between TV & America?

Screen (in class): *Master of None*, “Indians on TV”

Watch (recommended): *Jane the Virgin*, “Pilot” (2014)

Due: Reading/Screening Outline #2

Friday (Jan 26): Editing & Sound

Read: [Corrigan](#): Editing & Sound

Shot List due by 11:59pm to Turnitin (on TritonEd)

Week 4: How did television imagine the home?

Monday (Jan 29): The Suburban Family Home

Read: Mary Beth Haralovich, “[Sitcoms and Suburbs: Positioning the 1950s Homemaker](#)”

Wednesday (Jan 31): The Housewife

Watch (in class): *The Donna Reed Show*, "[Just a Housewife](#)" (1960)

Watch: *I Love Lucy*, "Lucy Does a Commercial" (1952) (on reserve digitally)

Due: Reading/Screening Outline #3

Friday (Feb 2): On Argumentation: Close Reading & Argumentation

Read: *TSIS*, "Yes/No/Okay, But"

First Draft of Paper #1 due by 11:59pm to Turnitin (on TritonEd)

Week 5: Who lived in the home? Race, TV History, & Home

Monday (Feb 5): TV & The Politics of Black Representation

Murray Forman, "[Employment and Blue Pencils: NBC, Race, and Representation](#)"

Wednesday (Feb 7): Suburban vs. Urban

Watch: *Beulah* "[The Waltz](#)" (1952) & *The Jeffersons* (Pilot)

Due: Reading/Screening Outline #4

Friday (Feb 9): On Revision & Looking forward: On Sources & Summary

Guest Lecture: Cat Crowder & Jen Pantoja on "Breaking up with the 5-Paragraph Essay"

Read: *TSIS*, "Assessing Your Own Writing"

Final Draft of Paper #1 due by 11:59pm to Turnitin (on TritonEd)

Week 6: Cosmic Homes: TV & The Space Race

Monday (Feb 12): Lecture: Race, Cities, and Suburbs in Space

Read: Lynn Spigel, "[White Flight](#)"

Wednesday (Feb 14): Watch (in class): *The Jetsons*, "[Rosey the Robot](#)" (1962)

Watch: *I Dream of Jeannie, Pilot* (1965)

Friday (Feb 16): TBD

Read: *TSIS*, "Her Point Is" and "And Yet"

Annotated Bibliography & Paper Proposal due by 11:59pm to Turnitin (on TritonEd)

Week 7: Contemporary Home Technologies

Monday (Feb 19): No Class/Presidents' Day

Wednesday (Feb 21): Social Media & Home Technology

Read: Julie Wilson & Emily Chivers Yochim, "[Pinning Happiness: Affect, Social Media, and the Work of Mothers](#)"

Recommended: "[The Mindy \(Parenting\) Project](#)"

Watch: *The Mindy Project*, "[Stay at Home Milf](#)" (2015)

Friday (Feb 23): Technology & Families Today (In Conversation)

Watch: *Modern Family*, "Connection Lost" (2105)

Read: *TSIS*, "Synthesizing Ideas" & "Quoting, Paraphrasing, and Summarizing"

Rough Draft of Paper #2 due by 11:59pm to Turnitin (on TritonEd)

Week 8: The Reel Domesticity

Monday (Feb 26): What is real about reality TV?

Read: Alice Leppert, "[Keeping up with the Kardashians: Fame Work and the Production](#)"

[of Entrepreneurial Sisterhood](#)” & Hilary Hughes, “[The Year They Stole Kim Kardashian](#)”

Wednesday (Feb 28): Watch (in class): [Keeping Up With the Kardashians](#) (“Managing Mom”)

Watch: *The Real Housewives of Beverly Hills* (Pilot)

Due: Reading/Screening Outline #5

Friday (March 2): TBD

Read: “[Storyboarding 101](#)”

Final Draft of Paper #2 due by 11:59pm to Turnitin (on TritonEd)

Week 9: Traveling Home: On Immigration

Monday (March 5): Travel, Immigration, & Ideas of Home

Guest Lecture: Michael Vazquez

Wednesday (March 7): Watch (in class): *Fresh Off the Boat* (Pilot)

Watch: *Master of None*, “Parents” (2015)

Friday (March 9): Class canceled for extra office hours

Rough Draft Video Essay due by 11:59pm to Turnitin: Storyboard OR Rough Cut (on TritonEd)

Week 10: Horror at Home

Monday (March 12): Lecture: Horror at Home

Peer Review/Workshopping this week in section

Wednesday (March 14): Final Thoughts: Media Literacy, Home, and Talking Race in America

Watch: *Get Out* (2016)

Friday (March 16): TBD

Final Video Essay due by 11:59pm to Turnitin (on TritonEd)

Finals Week:

Friday: Reflective Cover Letter due by the end of your final exam time 11 am March 23rd.