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Short Assignment 3

Boatright-Horowitz, Su L. "Teaching Antiracism in a Large Introductory Psychology Class: A Course Module and Its Evaluation." *Journal of Black Studies* 36.1 (2005): 34-51.*JSTOR*. Web. 21 Feb. 2014.

Su Boatright-Horowitz is a Professor focusing in Behavioral Science at the University of Rhode Island. She is also the Director of the Undergraduate Program in Psychology. Boatright-Horowitz’s article focuses on her experiences in her own psychology course, primarily focusing on interactions with her students and statistics pertaining to a questionnaire provided to the students. Several questions were provided to the students multiple times in the year, preceding and following their studies on antiracism in the psychology course. Boatright-Horowitz was sure to isolate the responses from students of color and white students, and analyzed differences in both groups as well as how responses changes after learning about racism in the course. The general conclusion was that white students generally did not see themselves as privileged or racist as colored students saw them, and they also failed to see the prevalence of racism in the world around them. Upon learning about racism, however, students better accepted racism in the world around them and thought they should become more proactive in combatting racism. Boatright-Horowitz’s study is crucial to analyze racism in pop culture because it establishes the fact that Americans are not fully aware of the racism around them, and must learn to find and combat racism around them. Her research is sure to prove that pop culture texts are an important tool to analyze racism and teach Americans that it should be combatted. By observing racism in films that they watch every day like *White Chicks*, Americans can observe stereotypes around them and actively combat them (as the students at University of Rhode Island did).

Hall, Ronald E. "The Ball Curve: Calculated Racism and the Stereotype of African American Men." *Journal of Black Studies* 32.1 (2001): 104-19. *JSTOR*. Web. 21 Feb. 2014.

Dr. Ronald E. Hall is a professor at Michigan State University, and an international lecturer who focuses on racism. His article focuses on the stereotyping of intelligence and athleticism in America, specifically that of the “dumb black.” Hall states that African Americans make up large portions of professional sports teams and excel at Olympic events, creating the stereotype that blacks choose to train their gifted athleticism over their intelligence. He supplements this argument with IQ statistics that declare Europeans as having superior intelligence, but inferior athleticism. This heavily relates to the stereotypes explored in Turner and Jones’ article below: blacks are stereotyped as naturally gifted genetically. Hall states that the superiority of any one race is in fact designed and perpetuated by the ideas of society, citing a case where a white NBA player excelled and caused an upset in the basketball community. Hall’s argument strongly correlates with my own detailing stereotyping and racism in society, as he defines racism as a machination designed by society to empower an individual race. Popular culture serves to reiterate stereotypes to America, further solidifying them as do the athletic competitions Hall cites. The media may portray events that cause stereotypes to appear true, however this does not cause any reason for these stereotypes to be honestly believed. As in sports, popular culture displays racist themes that should not be accepted as the way the world work. Athletic dominance as portrayed in actual sport or in a film is not simply a result of one’s skin; it is caused by hard work and determination.

Latimer, Bettye I. "CHILDREN'S BOOKS AND RACISM." *The Black Scholar* 4.8/9 (1973): 21-27. *JSTOR*. Web. 21 Feb. 2014.

Bettye Latimer formerly taught at Florida A&M University and currently is a guest lecturer and consultant at University of Wisconsin. Her focus is Black History and Literature, and this article is an excerpt from a larger publication *Starting Out Right: Choosing Books About Black People for Young Children.* This article focuses on several problems often found in children’s literature, focusing on the racial inequality portraying black and white characters in children’s books. These flaws, labeled “syndromes,” include lack of black characters in stories, propagating racial prejudice rather than limiting it, or general denial of black history or suffering. The concepts taught by children’s books that Latimer details are backed with evidence of their occurrence and articulated clearly to the reader. The ideas that Latimer presents very much apply to racism in film, as both are a form of media that can shape our views of society. Racial inequality that is presented in films is very much so tied to that present in children’s books, albeit more innocent and targeted towards children. For example, Latimer notes that in a children’s biography about Abraham Lincoln, the nature of the slave is not clearly defined and historical context is largely ignored. Children should be presented with facts about the racist nature of America’s past rather than simply ignoring it. This could be comparable to a film that expresses stereotypical behavior in a character without expressing how the character’s past influenced them to behave in such a way. Characters in film may express racist behavior with little to no explanation for this behavior, much as children’s books will express prejudiced thoughts to the audience with little reason. In my paper, I clarify the nature of the stereotype and that its presence in film is to entertain – racial stereotypes in film should not be taken seriously. As is the case while reading a children’s book, it is wrong to simply accept generalizations put forth by a film.

Patton, Tracey O., and Julie Snyder-Yuly. "Any Four Black Men Will Do: Rape, Race, and the Ultimate Scapegoat." *Journal of Black Studies* 37.6 (2007): 859-95. *JSTOR*. Web. 21 Feb. 2014.

Dr. Tracey Owens Patton is a professor and the director of African American & Diaspora Studies at the University of Wyoming, while her co-author Julie Snyder-Yuly is a professor at Iowa State University and the coordinator of Women’s Studies program. Their article focuses on the prevalence of false accusations of rape against African Americans, predominately a case at Iowa State University. Student Katie Robb falsified a story of her rape by four black men, and the story was devoured by the local media, fellow students, and entire community as the search for the perpetrators and rumors of the event blew out of proportion. Patton and Snyder-Yuly detail the nearly all-white community’s reaction to Robb’s report, citing that the fact that the rapists were black intensified the case. Accompanying this analysis is many facts for the severity of punishment blacks receive for cases such as rape and the history and stigma against multiracial relationships. These concepts are very much present in popular culture today, as films may portray multiracial relationships negatively or attribute rape cases to African Americans. For example, the film *White Chicks* openly makes fun of multiracial relationships through the interactions of two of the main characters. The stigma associated with these relationships, perpetuated through the stereotyped rape detailed in this article, is further strengthened by jokes made towards multiracial relationships. Patton and Snyder-Yuly’s article ties well with the presence of multiracial sexuality present in modern popular culture and excellently expresses the stigma against it that is still sometimes present in film. In my paper, I elaborate on the stigma present in the media against multiracial relationships.

Turner, David, and Ian Jones. "False Start? U.K. Sprint Coaches and Black/White Stereotypes." *Journal of Black Studies* 38.2 (2007): 155-76. *JSTOR*. Web. 21 Feb. 2014.

David Turner is a University of Hertfordshire researcher focused on athletic and health sciences, while Ian Jones the Associate Dean for Sport at Bournemouth University. Their study and article has to do with racism expressed by sprinting coaches in the UK, which attempted to determine if coaches would attribute black sprinter success to genetics and white sprinter success to hard work and development. After extensive studies on 31 different coaches, Turner and Jones did not find sufficient evidence that coaches attributed success to the respective black or white stereotypes, that is, that blacks succeed because of genetics and whites because of hard work. However, there was a slight preference to attribute success to these racial stereotypes by coaches. The fact that coaches do have a small tendency to attribute success to these stereotypes shows that these generalizations are truly ingrained in society. In fact, the results of Jones and Turner’s study are not strong enough to claim that stereotyping is not present by coaches – they were neither able to prove stereotyping’s presence nor disprove it strongly. These stereotypes in particularly, either the genetically gifted nature of blacks or hard-working nature of whites, is very prevalent in modern America and its pop culture. The film *White Chicks* features several scenes where blacks utilize their athleticism solely for comedic effect, perpetuating the stereotype analyzed in this study. Jones and Turner provide a gripping analysis of these stereotypes in the UK, and even if their study is not completely conclusive it provides a strong point that these stereotypes are very much present around the world. Popular culture is a vehicle that perpetuates these stereotypes, and even if they are used for comedic effect these stereotypes should not be accepted as fact.

Jack,

Your research is well rounded and you’ve done a good job tying your own project into your summaries. In terms of intertextuality and tone, you’ve done great work here. Where you still need to work is on a bit more specificity. I’ve noted several of these moments in margins, but just try to go back through your own work from the perspective of someone who has not read these articles and add clarifications and greater development of key points. This will add depth to your work here and could turn this into an excellent showcase piece.