

Collective Identity & Political Violence: Representing 9/11 and Hurricane Katrina

ANTH/AMST 240 GE C[G] Lec 10628D

Spring 2015

M/W 12-1:50PM

GFS 106

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Office Hours: M/W 9AM-9:45AM; also by appt. You can also contact me Monday-Friday via email.

Course Website: ANTH 240 course materials are accessible through Blackboard; to access, click on:
<https://blackboard.usc.edu/>

Required Texts:

1. ANTH 240 Reader (*Abbreviated as **RDR** in Reading & Exam Schedule*)
2. Dudziak, Mary L. (Ed.). 2003. September 11 in History: A Watershed Moment? London: Duke. (*Abbreviated as **Dudziak** in Reading & Exam Schedule*)
3. Dyson, Michael Eric. 2006. Come Hell or High Water: Hurricane Katrina and the Color of Disaster. New York: Basic Books. [*Abbreviated as **Dyson** in Reading & Exam Schedule.*]
4. Hall, Stuart, Jessica Evans and Sean Nixon (Eds.). 2013. Representation. 2nd Edition. London: Sage. (*Abbreviated as **Hall et al.** in Reading & Exam Schedule*)
5. Langewiesche, William. 2002. American Ground: Unbuilding the World Trade Center. New York: North Point Press. (*Abbreviated as **Langewiesche** in Reading & Exam Schedule*)
6. Wailoo, Keith, Karen M. O'Neill, Jeffrey Dowd, and Roland Anglin (Eds.). 2010. Katrina's Imprint: Race and Vulnerability in America. London: Rutgers University Press. (*Abbreviated as **Katrina's Imprint** in Reading & Exam Schedule*)

NOTE: All course texts are **on reserve** in Leavey Library.

Course Description: This course examines the political implications of representing culture(s) during two watershed moments in recent history: the 9/11 terrorist attacks and Hurricane Katrina. Each week we will consider dimensions of representation as they emerged during these pivotal moments and analyze how those dimensions operate in other cultural and global contexts. Some of the central questions to be addressed include: *How do we "read" visual, textual, and aural portrayals of Hurricane Katrina and the 9/11 attacks? How have representations of American identity been refashioned in light of these catastrophic events and how is this reshaping of identity reflected in and across global and local landscapes? What are the political ramifications of certain representations and what implications might they have for the way we view Western and non-Western cultures?* These and other questions will be addressed through a critical synthesis of ethnographic, theoretical, and popular films/videos and texts, as well as a series of guest speakers who will critically discuss relevant topics (e.g., editorial cartoons, political standup humor, globalization, U.S. foreign policy in the Middle East). As a course that fulfills requirements for both the Core Literacy in *Social Analysis (GE-C)* and *Global Perspective – Citizenship in a Global Era (GE-G)*, this course illuminates how qualitative and historically-situated "ways of seeing" and representing race and culture can deepen our understanding of 9/11 and Hurricane Katrina and their enduring implications. More broadly, this course will show how various racial, cultural, gendered, etc. representations have implications for people's identity, citizenship, and moral agency in our increasingly global world.

Grading: There will be a midterm and a final exam covering assigned readings, films, and guest speaker presentations. Your score on the midterm will constitute 30% of your grade and your score on the final exam will constitute 40%. Each of the exams will include short-answer and essay questions and will be “non-cumulative.” The final 30% of your grade will be determined by your participation and performance in discussion sections which will require an essay that addresses course themes using a social analytic approach. This 5-7 page (double-spaced, 12 point font, 1” margins) essay is due during **11th week** and will be graded by your T.A.s; essay guidelines will be posted in Blackboard under “Assignments” by Week 3. Extra-credit opportunities will be provided on the midterm and final exam in the form of 2-point bonus questions. The grading scale is as follows.

Grading Scale:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	≥ 59 = F
90-93 = A-	84-86 = B	74-76 = C	64-66 = D	
	80-83 = B-	70-73 = C-	60-63 = D-	

GRADE BASIS
Midterm: 30 %
Participation: 10%
Essay: 20%
Final Exam: 40%

Class Structure: Class meetings will consist of both lecture and discussion, with a clear emphasis on the latter. As such, it is essential that you keep up with the weekly readings and that you hand in discussion section assignments on time. Fifty-minute discussion sections meet consecutively on Fridays at 8AM (Dis. 10729R in KAP 159), 9AM (Dis. 10731R in KAP 159), 11AM (Dis. 10732R in KAP 113), and 12PM (Dis. 10733R in KAP 159). NOTE: You may only attend the section in which you’re enrolled. The Teaching Assistants for this course are Jih-Fei Cheng (jihfeich@usc.edu) and Sabrina Howard (smhoward@usc.edu).

An Official Note on Examinations: Make-up exams will only be given under extraordinary circumstances and will require documentation from a physician. The content and form of any make-up exam will be at my discretion. In any case, you should inform me via email or phone prior to missing an exam. If you feel you must reschedule an exam on account of having (a) two additional exams scheduled at the same time or (b) three exams in a 24-hour period, inform me *at least* two weeks prior to our scheduled mid-term. The final exam **must** be taken at the time noted below.

Attendance: A grading percentage will not be given for class attendance. However, consistent and punctual attendance in lecture and discussion section(s) is strongly encouraged to increase your understanding of course materials. Your record of attendance may also be considered in the case of borderline grades. It is ultimately *your* responsibility to be aware of class lectures and assignments. Should sickness, family emergencies, or other events necessitate your absence from class, I recommend that you consult your peers for lecture notes.

Statement for Students with Disabilities: Students requesting academic accommodations based on a disability should register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when necessary documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible, preferably by or before fifth week. DSP is located in Student Union (STU) 201 and is open from 8:30AM-5PM, Monday through Friday. Their contact information is as follows: 213-740-0776 (Phone), 213-740-6948 (TDD Only), 213-740-8216 (Fax); Email: ability@usc.edu;
Webpage: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html

Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General Principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, The Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://usc.edu/dept/publications/SCAMPUS/gov/> Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The Review process can be found at: <http://usc.edu/student-affaris/SJACS/> Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>

Emergency Preparedness/Course Continuity in Crisis: In case of emergency, when travel to campus is difficult, if not impossible, USC executive leadership will announce a digital way for instructors to teach students in their residence halls or homes using a combination of the Blackboard LMS (Learning Management System), teleconferencing, and other technologies. Instructors should be prepared to assign students a "Plan B" project that can be completed 'at a distance.' For additional information about maintaining your classes in an emergency, please access: <http://cst.usc.edu/services/emergencyprep.html>

READING & EXAM SCHEDULE*

SOCIAL ANALYTICAL PARADIGMS FOR ANALYZING CULTURE, REPRESENTATION, AND TRAGEDY

<p>Week 1: 1/12 1/14</p>	<p>COURSE INTRODUCTION: <i>How have the events of 9/11 and Hurricane Katrina impacted everyday life in and beyond the U.S.?</i></p> <ul style="list-style-type: none"> • <i>Class Overview:</i> Syllabus review, Course expectations, etc. • Gotham & Greenberg: From 9/11 to 8/29: Post Disaster Recovery and Rebuilding in New York and New Orleans [in RDR] • Morrow: Has Your Paradigm Shifted? [news article; in RDR] • Films: <i>In Memorium: 9/11 – New York City (60 min.)</i>
<p>Week 2: 1/19 No Class 1/21</p>	<p>QUALITATIVE METHODS FOR EXAMINING AND REPRESENTING CULTURE: <i>How might we examine race, gender, culture, and cultural diversity in the context of globalization and the wake of sudden tragedy?</i></p> <ul style="list-style-type: none"> • Agar: Who Are You To Do This [<i>Optional</i>; in RDR] • Miner: Body Ritual among the Nacirema [in RDR] • Geertz: Thick Description [in RDR] • Lavenda & Schultz: Anthropology [in RDR] • Lavenda & Schultz: Culture [in RDR]
<p>Week 3: 1/26 1/28</p>	<p>“READING” POPULAR REPRESENTATIONS OF CULTURE: <i>How might we “read” visual images, text, and music concerning 9/11 and Hurricane Katrina?</i></p> <ul style="list-style-type: none"> • Hall et al.: The Work of Representation (Chapter 1) • Hall et al.: Recording Reality: Documentary Film and TV (Chapter 2) • Sturken & Cartwright: Practices of Looking: Images, Power, and Politics [in RDR] • Lowry: Time for a Refresher Course in Media Literacy [news article; in RDR] • Film/Video Excerpts: <i>Trouble the Water (96 min.)</i>; additional clips <i>To Be Announced (TBA)</i>

CRITICAL DEBATES AND REPRESENTATIONS CONCERNING SEPTEMBER 11TH & HURRICANE KATRINA

- Week 4:**
2/2
2/4
- THE POLITICS OF REPRESENTATION: REPRESENTING THE “OTHER”:** *How is cultural diversity based on race, religion, gender, and nationality represented pre- and post- 9/11 and Hurricane Katrina? Who is seen or unseen?; legible or illegible? What legacies of visibility, invisibility, or hyper-visibility inform contemporary representations of America’s diverse citizens?*
- Besinger: Muslims, Arabs, and Misconceptions [Optional; in RDR]
 - Hall et al.: The Spectacle of the “Other” (Chapter 4)
 - Hussain: “The Fire Next Time”: Sleeper Cell and Muslims on TV Post-9/11 [in RDR]
 - Shaheen: Real Negatives [in RDR]
 - Shaheen: Real Positives [in RDR]
 - Film/Video Excerpts: *Reel Bad Arabs: How Hollywood Vilifies a People (50 min.)*, *Ethnic Notions (57 min.)*
- Week 5:**
2/9
2/11
- GENDER, CULTURE, AND REPRESENTATION:** *To what extent is “cultural relativism” relevant to the practice of veiling in the Middle East? What terms/concepts are central to Western understandings of “the veil”? Might these terms be reconsidered in light of ethnographic research?*
- Abu-Lughod: Do Muslim Women (Still) Need Saving? [in RDR]
 - Al-Ali & Pratt: Iraqi Women Before the Invasion [Optional; in RDR]
 - Alsultany: Evoking Sympathy for Muslim Women [in RDR]
 - Alsultany: Regulating Sympathy for Muslim Men [in RDR]
 - Hornstein: The Question that We Should be Asking [news article; in RDR]
 - Mahmood: The Subject of Freedom [in RDR]
 - Mahmood: Positive Ethics and Ritual Conventions [Optional; in RDR]
 - Naber: Articulating Arabness [in RDR.]
 - Nagengast: Women, Minorities, & Indigenous Populations [Optional; in RDR]
 - Film/Video Excerpts: TBA (e.g., *In My Own Skin (16 min.)*, *Beneath the Veil (50 min.)*, *The Ladies Room Zananeh (55 min.)*, or *Wadjda (98 min.)*)
- Week 6:**
2/16 No Class
2/18
- IMAGINING 9/11 AND HURRICANE KATRINA: REPRESENTING TRAGEDY IN TV AND FILM:** *How have the events of September 11, 2001 and Hurricane Katrina been represented in television and film within and beyond the U.S.? How do these representations interrogate questions of identity, citizenship, globalization, and moral agency?*
- Adams et al.: Chronic Disaster Syndrome: Displacement, Disaster Capitalism, and the Eviction of the Poor From New Orleans [in RDR]
 - Boyd-Franklin: Racism, Trauma, and Resilience: The Psychological Impact of Katrina [in [Katrina’s Imprint](#)]
 - Films/Excerpts: *Beasts of the Southern Wild (93 min.)*; additional clips TBA

- Week 7:**
2/23
2/25 **Midterm**
- RACE, REPRESENTATION, AND TRAGEDY: RACIAL PROFILING:** *What are the political implications of racial profiling within highly charged moments such as 9/11 and Hurricane Katrina? How might enduring cases of racial profiling against ethnic minorities in the U.S. unsettle notions of collective “American” identity and nationhood in the wake of 9/11 and Hurricane Katrina? What does history tell us about what’s at stake?*
- Dudziak: Volpp - The Citizen and the Terrorist)
 - Gualtieri: Claiming Whiteness [*Optional*; in RDR]
 - Gualtieri: The Lynching of Nola Romey [in RDR]
 - Naber: From Model Minority to Problem Minority [in RDR]
 - Thompson: Katrina’s Hidden Race War [in RDR]
 - Waters: The Costs of a Costless Community [in RDR]
 - Film/Video Excerpts: *Katrina’s Hidden Race War (YouTube)*; *The Road to Guantanamo (95 min.)*
 - **Midterm on Wednesday 2/25!**
- Week 8:**
3/2
3/4
- RACE, REPRESENTATION, AND TRAGEDY: RACIAL PROFILING:** *What are the political implications of racial profiling within highly charged moments such as 9/11 and Hurricane Katrina? How might enduring cases of racial profiling against ethnic minorities in the U.S. unsettle notions of collective “American” identity and nationhood in the wake of 9/11 and Hurricane Katrina? What does history tell us about what’s at stake?*
- Ansary: An Afghan-American Speaks [in RDR]
 - Carlson: The Case for a National ID Card [in RDR]
 - Rothschild: The New McCarthyism [in RDR]
 - Winton: Hate Crimes Soar following Attacks [in RDR]
 - Film/Video Excerpts: *TBA*
- Week 9:**
3/9
3/11 **Guest Spkrs**
- 9/11 AND HURRICANE KATRINA: COUNTER)NARRATIVES:** *What counter-narratives emerged in the midst and wake of 9/11 and Hurricane Katrina? How do these counter-narratives trouble “master” narratives concerning 9/11 and Hurricane Katrina? What do these master- and counter-narratives ask of its listeners and/or impose upon its subjects?*
- Gwaltney: Introduction and A Nation within a Nation [*Optional*; in RDR]
 - Hirsch: (Almost) A Closer Walk with Thee [in RDR]
 - Jacobs: “The Arab is the New Nigger”: AfAm Comics Celebrate Irony & Tragedy of 9/11[in RDR]
 - Masquelier: Why Katrina’s Victims Aren’t Refugees [in RDR]
 - Trout: Katrina and the Myth of Self-Sufficiency [in [Katrina’s Imprint](#)]
 - Neuman: Hear the One About the Traveling Taliban? [in RDR]
 - Watkins: Introduction and What It Is [in RDR]
 - Film/Video Excerpts: *Why We Laugh (90 min.)*; Standup Comedy Clips

SPRING BREAK: MARCH 16-21 [NO CLASS]

- Week 10:** **SATIRIZING 9/11 AND HURRICANE KATRINA:** *What forms of representation or counter-discourses have emerged in the wake of 9/11 and Hurricane Katrina? How do editorial cartoons act as a form of socio-political critique, memorialization, etc.? How do recent controversies involving editorial cartoons provide a stage for interrogating religion, violence, satire, and terrorism?*
- 3/23
3/25 **Guest Spkr**
- Beal: Boondocks Cartoon Censored [in RDR]
 - Hoffman & Howard: Representations of 9/11 in Editorial Cartoons [in RDR]
 - Keane: Cartoon Violence and Freedom of Expression [in RDR]
 - Moss: The Animated Persuader [in RDR]
 - Nichols: Huey Freeman: American Hero [in RDR]
 - Ostrom: Risky Business: Three Political Cartooning Lessons from Indonesia during Suharto's Authoritarian Rule [in RDR]
 - Films/Video Excerpts: *Running Mate: Gender & Politics in Editorial Cartoons* (47 min.) or *Drawing Conclusions: Editorial Cartoonists Consider Hillary Rodham Clinton* (27 min.); excerpt from *Dark Water Rising: Hurricane Katrina Animal Rescues* (75 min.)

- Week 11:** **ISSUES AND CRISES OF IDENTITY: REPRESENTING A NEW AMERICA:** *How are notions of America, U.S. citizenship, and masculinity being reconfigured after the events of 9/11? Further, how might considerations of the local, global, and historical enrich and expand our discussions thus far – and to come?*
- 3/30
4/1 **Essays Due**
- Dudziak: Introduction (1-9)
 - Hall et al.: Exhibiting Masculinity (Chapter 5)
 - Leap et al.: Queering the Disaster [*Optional*; in RDR]
 - Farrow: A Military Job Is Not Economic Justice [in RDR]
 - Farrow: Afterword: A Future Beyond Equality [in RDR]
 - Reddy: Freedom's Amendments [in RDR]
 - Film/Video Excerpts: *The Saint of 9/11* (90 min.)
 - **Essays due on W 4/1 in T.A. Mailboxes in KAP 458 (AMST Grad Lounge) by 5PM**

- Week 12:** **REMEMBERING 9/11 AND HURRICANE KATRINA: MUSEUM AND OTHER DISPLAYS:** *How do we “remember” the events of 9/11 and Hurricane Katrina?; How do museums and other (memorial) displays represent notions of collective and national identity?*
- 4/6
4/8
- Dudziak: Tyler May - Echoes of the Cold War [*Optional*]
 - Fabian: Seeing Katrina's Dead [in [Katrina's Imprint](#)]
 - Hall et al.: The Poetics and Politics of Exhibiting Other Cultures (Chapter 3)
 - Naber: The Politics of Cultural Authenticity [in RDR]
 - Sturken: Memorializing Absence [*Optional*; in RDR]
 - Wailoo & Dowd: Rebroadcasting Katrina [in [Katrina's Imprint](#)]
 - Film/Video/Music Clips: *TBA*

CLOSE READINGS: “ON THE GROUND” ACCOUNTS OF 9/11 AND HURRICANE KATRINA

- Week 13:** **POST-9/11 REALITIES:** *What can be learned about identity, memory, and nationhood in the construction and de-construction of the WTC?*
- 4/13
4/15
- Langewiesche: [Unbuilding the World Trade Center](#)
 - Film/Video Excerpts: excerpts from *Rising: Rebuilding Ground Zero* (336 min.)

- Week 14:** **POST-HURRICANE KATRINA REALITIES: *What can be learned about identity, memory, and nationhood in the wake of Hurricane Katrina?***
- 4/20
- 4/22
- Dawdy: The Taphonomy of Disaster and the (Re)Formation of New Orleans [*Optional*; in RDR]
 - Dyson: Come Hell Or High Water
 - Film/Video Excerpts: excerpts from *When the Levees Broke: A Requiem in Four Acts* (255 min.)

ONWARD: MORAL AGENCY & INTELLECTUAL ACCOUNTABILITY IN THE PRESENT

- Week 15:** **NATIONAL DISASTER AND QUESTIONS OF CULPABILITY: *What do we do with what we've learned and discussed? How might questions of culpability and/or moral agency inform this critical exercise?***
- 4/27
- 4/29
- Cotkin: Muddiness and Moral Clarity [in RDR]
 - Dickerson: The Katrina Diaspora [in Katrina's Imprint]
 - Dudziak: Civil Liberties in the Dragons' Domain; Afterward: Remembering Sept. 11
 - Fortun: Cultural Critique in and of American Culture [*Optional*; in RDR]
 - Liptitz: Learning from New Orleans [in RDR]
 - Lubiano: Race, Class, and the Politics of Death
 - Sundar: Toward and Anthropology of Culpability
 - Turiel: Justice, Heterogeneity, and Cultural Practices [*Optional*; in RDR]
 - Wailoo et al.: Race, Vulnerability, and Recovery [in Katrina's Imprint]
 - Film/Video Excerpt: TBA (e.g., *Fahrenheit 9/11*[183 min.], *If God Is Willing and Da Creek Don't Rise* [240 min.]

FINAL EXAM: FRIDAY, MAY 8TH, 11AM-1PM IN GFS 106

*The Reading and Exam Schedule may be subject to modification (e.g., trimming, additions, etc.).

COURSE BIBLIOGRAPHY (Textbooks in Bold)

ANTH 240 Reader

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