

Curricular motivation

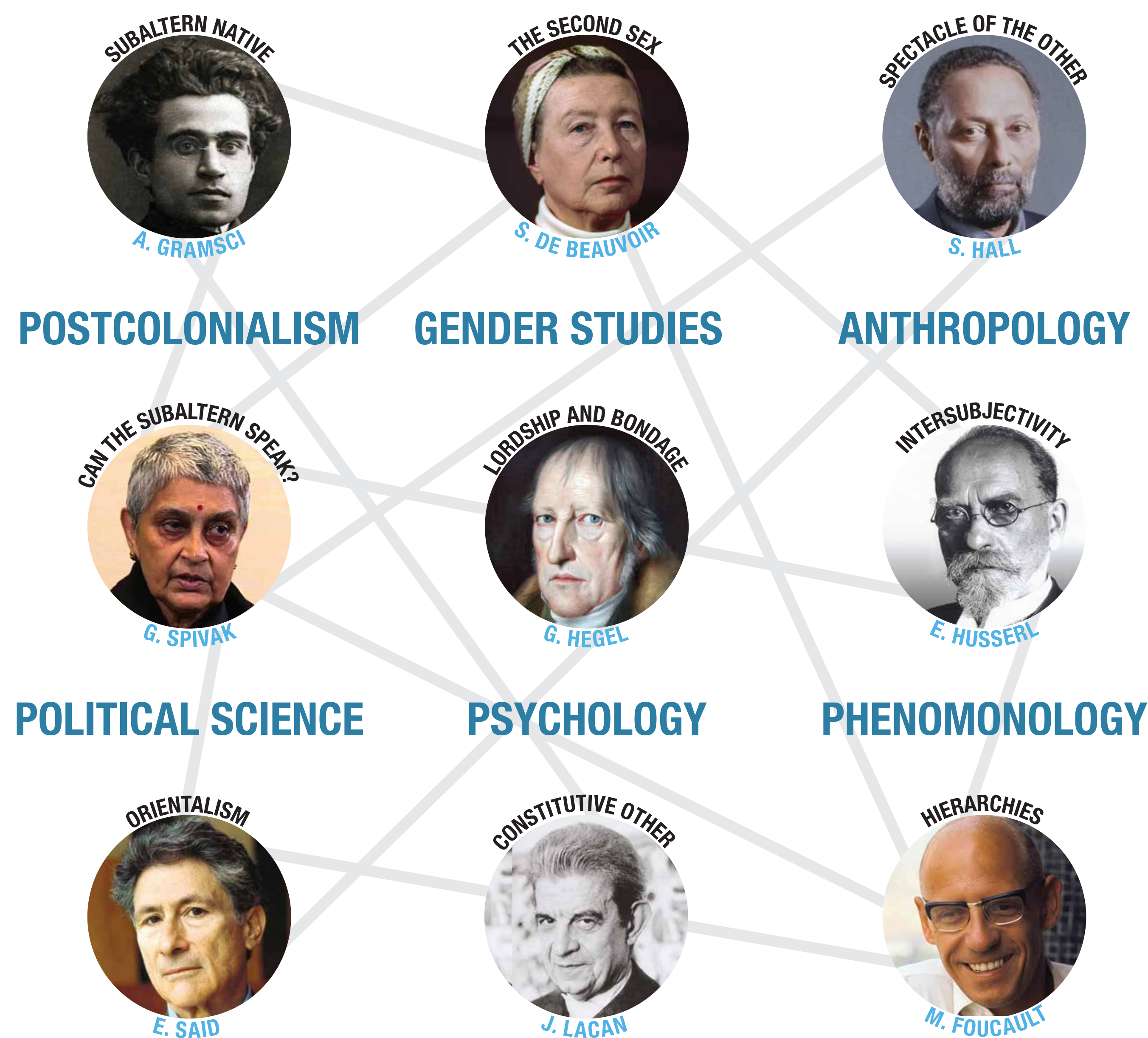
GEN ED RACIAL & ETHNIC STUDIES

Pedagogical context



FICTION IN TO FILM

Pedagogical motivation



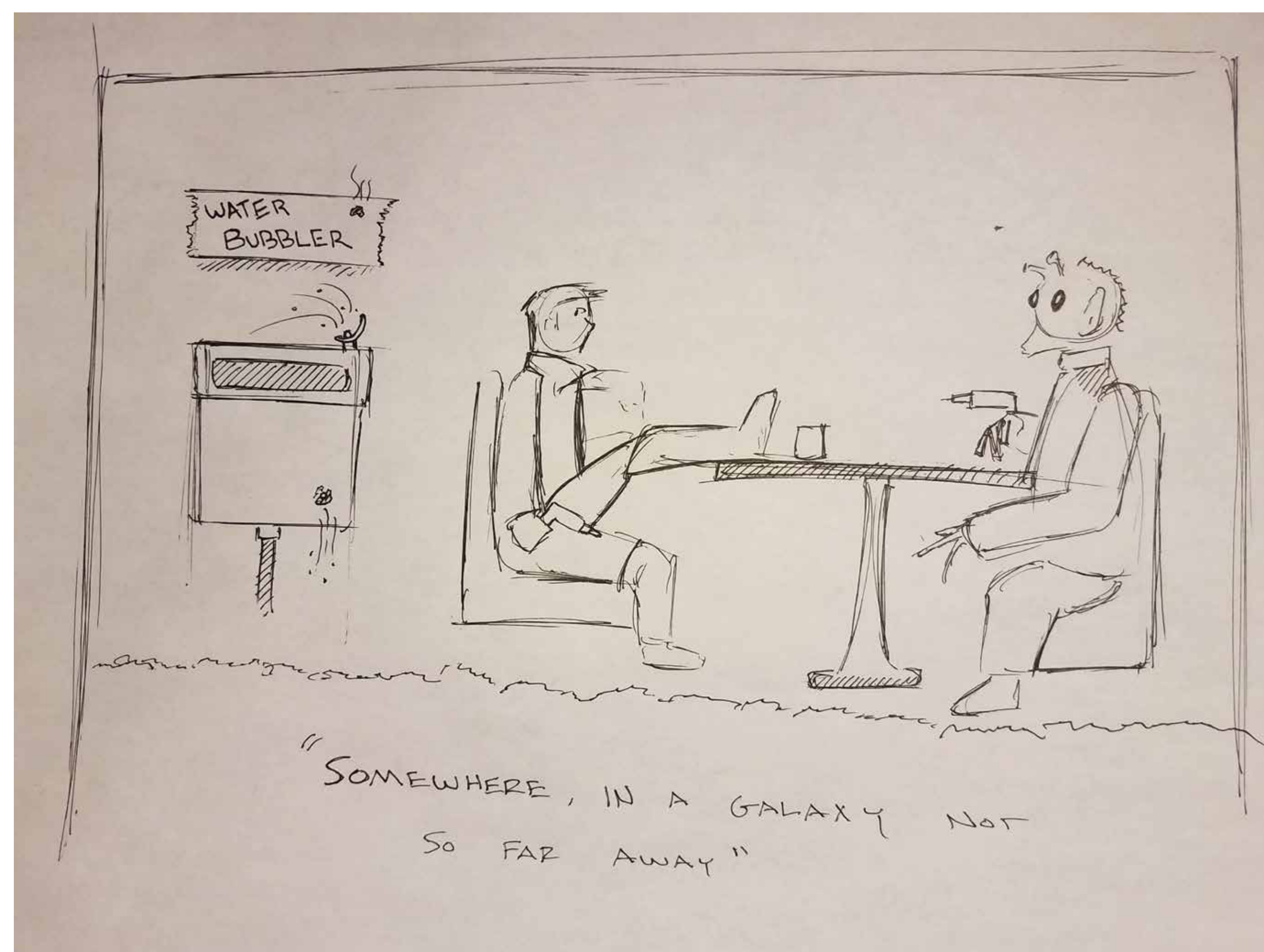
KEY FINDINGS

STUDENTS SEE THE OTHER in a variety of contexts (gender, disability, socioeconomic, cultural, etc.), **BUT AVOID RACE AND ETHNICITY** when engaging **THE OTHER** in open-ended activities and discussions where the context doesn't demand it.

STUDENTS FIND THE OTHER A USEFUL FRAMEWORK to support discussion of contemporary social, political, and cultural issues in a moment when students feel that **AMERICA GETS A C-** in managing ethnic, racial, and other important differences.

STUDENTS DRAW UPON THE FAMILIAR when they consider the dynamics of **THE OTHER** and **DEMONSTRATE SOPHISTICATED UNDERSTANDINGS** of **THE OTHER**, including linguistic signifiers, iconographic cultural markers of difference, and the common-enemy effect (see comics >>>).

THE OTHER FRAMEWORK



METHODOLOGY

An organic methodology of **CLOSE READING**—deployed as phenomenological qualitative analysis in other circles—provides insights into students' initial grasp and manipulation of **THE OTHER** framework. Refinements in introducing the framework to future students will be based on this preliminary investigation.

NEXT STEPS

INVESTIGATE THE SOFT-PEDDLING OF THE OTHER: is it productive or counter-productive to include lower-stakes matters of difference (subcultural identity, interstate rivalry, sports team loyalty)?

EXPAND EXAMPLES OF RACIAL AND ETHNIC OTHERING throughout the course so there is a larger and more diverse pool of examples to pull from.

