Elena Johnson

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Professor Poe

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Annotated Bibliography

Lucia, Cynthia, et al. “RACE, MEDIA AND MONEY: A Critical Symposium on Spike Lee's ‘Bamboozled.’” *Cinéaste*, vol. 26, no. 2, 2001, pp. 10–17. *JSTOR*, JSTOR, [www.jstor.org/stable/41689335](http://www.jstor.org/stable/41689335).

Cynthia Lucia’s article, “Race, Media and Money: A Critical Symposium on Spike Lee's "Bamboozled’ “, critiqued and discussed the major themes of black identity and how it is portrayed in the media and how wealth and capitalism thrive off the demeaning perceptions they create as shown in the film. It concluded that stereotypes that are presented in media affect black culture and American culture because it gets accepted and expected as a portrayal of truth, especially when that image is all that is shown.

The article achieves this by first describing the film and the messages that it introduces and then begins to describe media’s role as well as the personas and agendas of the actors and directors of the tv show within the film. The film, “Bamboozled”, is about a show whose main characters are dressed in blackface and promote a “buffoon” image of African-Americans. The show was originally supposed to bring awareness on the issue of racism and mistreatment of African Americans, but instead became good entertainment to people of higher socioeconomic status and for those of white background.

This information provides an example of African American portrayal in the media, particularly on television, and I will use it to contrast the portrayal that we see today in “Dear White People. Additionally, “Dear White People” begins with the main characters riled and distraught by a Halloween, blackface party on the Winchester campus. So, I will examine the way media is used as a language or form of communication and how its creation, or destruction, of cultural boundaries is dependent on its profitable success.

Scott, Robert. “Rhetoric, Black Power, and Baldwin's ‘Another Country.’” *Journal of Black Studies*, vol. 1, no. 1, 1970, pp. 21–34. *JSTOR*, JSTOR, [www.jstor.org/stable/2783864](http://www.jstor.org/stable/2783864).

Robert Scott critiques James Baldwin’s novel, Another Country, which discusses black power and the rhetoric used when one mentions or advocates for it. Baldwin seems to examine the various perspectives in America surrounding the Black Power Movement and Scott compares the identities that are affected by the social movement and what the movement means in terms of legitimacy and power.

Scott uses direct quotes from Baldwin’s text and also uses an example of identity and self-hate which was presented by English poet, Alexander Pope. When Scott pulls excerpts from the text, he adds depth to his argument which helps the reader understand and visualize what he’s referring to and critiquing. Each idea that he states is continuously built on by the next. He begins the article by explaining what black power is, then goes on to explain the rhetoric of the movement in society and compare it to the analysis of Baldwin’s rhetoric in Another Country. This is where he introduces the theme of black identity and white identity, and their relations with the black power movement. This is when he states that the purpose of establishing an identity is to develop a hierarchy and continues to explain by providing examples of other relationships concerning age and sex.

This article is useful because within the show, “Dear White People”, a social hierarchical dynamic is present between the white students and the black students and an economic hierarchical relationship is seen between two of the black student groups on campus, which often creates conflict. One of the members of this group is a young African-American woman who shows signs of self-hate for her appearance, her background and her ethnic community. The inclusion of Alexander Pope and the “Golden Rule” provides some insight on the origins of this kind of self-hatred.

Jones, Evonne Parker. “The Impact of Economic, Political, and Social Factors on Recent Overt Black/White Racial Conflict in Higher Education in the United States.” *The Journal of Negro Education*, vol. 60, no. 4, 1991, pp. 524–537. *JSTOR*, JSTOR, [www.jstor.org/stable/2295333](http://www.jstor.org/stable/2295333).

Evonne Parker Jones’ article evaluates her research on the socio-political and economic impact of racial conflict on higher education, college campuses. She argues that the main cause for acts of hate and discrimination toward minority students, mainly African-American and Hispanic, is because white students feel threatened by the increasing competition for success when minority students are admitted to a predominantly white school, especially if it is the effect of affirmative action.

Jones includes many sources of evidence ranging in dates and times to people of various backgrounds. She begins her essay by introducing the idea of racial inequality in schools through historical context and examples past incidents that have kept this issue prevalent. Her evidence is very descriptive and informative and provides a clear evaluation of both white students and minority students experiences at these college campuses.

This information is useful because I can compare the acts of racism in “Dear White People” to the acts that have been mentioned in this article, which have occurred in American history.