

WORLD MEDIA

Learning Activities

1. Hobson uses Beyoncé’s video “Brown Skin Girl” to frame her discussion of intersections of race, gender, beauty standards, colorism, cultural appropriation, and capitalism within a transnational feminism framework. Take a few minutes to read the [lyrics](#), and then [watch the full video](#) of “Brown Skin Girl.” As you watch, jot down any ideas you have about it, including the people who are featured, clothing, song lyrics, settings, dance moves, lighting, and so on. What do you notice? What is your overall impression of the video? Next, watch the video again, keeping these questions in mind:
 - In this chapter, Hobson traces a history of the ways that live viewings, performances, films, and the like sexualize, exoticize, erase, and/or stereotype women of color while equating whiteness with beauty and acceptability. What aspects of that history seem most important to you? Why?
 - How does Beyoncé refute that history with “Brown Skin Girl”? How do other famous women of color engage with and refute that history?
2. What is “commodity racism,” according to Hobson? What examples does she provide? Can you think of additional examples of commodity racism?
3. Do you think “Brown Skin Girl” engages in “Disneyfication” and “cultural appropriation”? Why or why not? Use the terms and concepts from this chapter to support your argument.
4. How are queer and trans bodies and voices represented in this discussion? How are they erased?
5. Working in a small group, continue to add to the glossary you started in the previous chapter. Here are some key terms from this chapter: diaspora, male gaze, racialization, cultural appropriation, commodity racism.