

Popular American Culture: Spring 2013

ENGL258: Section 001

CRN: 84739

Monday/Wednesday/Friday: Clark Hall, Room 317

Time: 12:30PM-1:20PM

Instructor: Dominique A. Bruno

Office: Colson Hall - Room G07

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Office Hours: Monday/Wednesday/Friday: 1:30-2:20 (and by appointment)

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Overview: English 258 fulfills the GEC requirements for Objective 7, American Culture: Students are expected to develop knowledge critical to the understanding of the issues that shape the culture of the United States.

Description:

This course provides an introduction to the study of contemporary American popular culture. We will explore the ways in which each of us is both a user and is used by popular culture. We will consider critically issues such as consumerism, gender, sex, sexuality, age, race, ethnicity, and the environment. Of course, the course is open to discussions of numerous issues not listed here. This section is focused on contemporary culture and assumes cursory knowledge of said culture; we will not be investigating the origins or history of American Popular Culture, though we may certainly reference this history as we consider how the past has influenced the present.

Through course readings, classroom discussions, focusing questions, quizzes, exams, and short writing assignments, we will engage questions such as:

1) How do television, advertising, film, our bodies, etc., constitute readable "texts"? Who makes these texts? With what intention and under what circumstances/constraints inform their creation?

2) How do we depict "the real" America—from reality television and documentaries to sitcoms which portray everyday life? How do we imagine America currently and in the future, including the people and places that "make" America?

3) In what ways do fantasy and reality intersect, and can we clearly differentiate between the two?

Goals:

English Major Program Goals:

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.

2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Four aspects of Goal 1 are especially important. A student should be able to:

- Identify genre conventions and analyze their effects
- Identify and analyze effects of complexity or ambiguity
- *Locate texts in social, economic, political, and literary history*
- Connect a text to other literary or cultural texts

Not all English courses will address all three goals; some will focus particularly on one goal. However, the English major curriculum as a whole will provide multiple opportunities to address all of the goals. Specifically, ENGL258, will particularly help you locate texts in social, economic, political and literary history, and analyze various genre conventions.

Throughout the semester the texts and our discussions will probe the relationship(s) between genres, (national) identities, and popular culture. Students will:

- 1) study what is meant by the phrase “pop(ular) culture”
- 2) be introduced to a series of critical methodologies to guide them through cultural texts
- 3) examine how identities and/or histories impact, appear in, and are erased by popular culture
- 4) practice critical thinking and writing about culture
- 5) begin to understand the role of genre in popular culture and its role in forming narratives about the nation and/or the self
- 6) enhance their understanding of American popular culture and the way that it shapes our perceptions and definitions of “American.”

Students will learn to:

- 1) read the texts of popular culture as forming narratives about American identity and attitudes
- 2) develop a research question and thesis about a cultural text, and support that thesis with evidence; *and*
- 3) recognize and develop multiple analyses for a single text. Throughout the semester we will explore how popular culture reflects and challenges the ways that we imagine American identities and cultures.

Recommended Preparation: English 101 and English 102 (or equivalents) are not prerequisites but will better prepare you for success in English 258. I strongly dissuade you from taking this course unless you have completed (or are currently completing) English 102. As a literature course, my goal is to increase your literacy, which is your awareness of trends, norms and studies in Popular Culture. This is not a writing intensive course; that is what ENGL101 and ENGL102 are for.

Office Hours: My office hours are 1:30-2:20PM on Monday, Wednesday, and Friday in G07 Colson Hall. I am also available by appointment. Office hours provide us with an opportunity to talk one-on-one. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course.

Emailing: Email Hours- I am happy to talk with you via email as well as in my office; I usually respond within 24 hours. You should not expect a response from 8PM to 9AM. You should also expect a longer response time over the weekend. I cannot discuss grades via email; if you have questions about your grade please visit my office. Like in all college courses, you should check your e-mail daily. I will communicate important course information to you via e-mail. You are responsible for checking your e-mail regularly and coming to class informed and prepared.

Assignments are not accepted via e-mail unless the assignment calls for e-mail submission or you make prior arrangements. In cases where assignments require e-mail or eCampus submission, students must meet deadlines. Excuses about e-mail or computer failure are unacceptable; set delivery notification on the e-mail if you are concerned. Make sure you attach your document in .doc or .docx format; if I cannot open the document, it is late. All assignments must be sent to dbruno@mix.wvu.edu.

When communicating via email (at school, at work, etc.) it is important to practice professional, courteous writing. Do so by honoring the conventions of the genre. Emails should have an address (i.e. hello, dear, etc. and the addressee's name) and a signature (i.e. thank you, regards, etc. and your name), and be written using full sentences and proper grammar (not text-speak). Communicating with your professor via email is professional correspondence; please treat it as such.

Classroom Behavior: Our classroom is a community, and I expect professional, courteous behavior. This class will discuss a variety of opinions and ideas that you may or may not agree with or find interesting. Respect everyone and come to class curious, not hostile or indifferent. Treat your classmates as you wish to be treated; for example, try not to interrupt while others are speaking. Failure to observe these policies will result in an F in participation for the semester and possible removal from the class session.

Electronics: You may bring your laptops or e-reader to class in order to view the PDF reading assignments. Electronic devices should remain in your bag unless you make prior arrangements with me. All other electronic devices (including cell phones and music devices) should be turned off and/or silenced before coming to class; *there is to be absolutely no text messaging during class*. Electronic device use of any sort during quizzes and exams will not be tolerated; if you use your cell phone, laptop, eReader or other web-linked device during a quiz or exam you will automatically receive a zero.

Attendance and Participation: ENGL258 is an advanced-level English literature course. If you are enrolled in this class, your regular attendance is assumed. We will take attendance every single class period, either through role calls, sign-in sheets, or both. You should arrive a few minutes ahead of time and be prepared to begin at 12:30. Six late arrivals will be counted as an absence (as will being more than 15 minutes late to class). You are allowed up to three absences (one full week) for the semester without penalty. A fourth absence will compromise your grade by one full letter. Each additional absence will lower your final grade by an additional letter grade. There are no excused absences (this includes illness, family issues, transportation challenges, athletics, extra-curricular activities, weather, etc.). If you accumulate seven or more absences (two-plus full weeks of class), you will automatically fail the course. Plan for the unexpected and use your absences wisely! If you miss class, you miss important, necessary material; so obtain notes, handouts, and information from a fellow classmate. Students who are registered for the course but do not attend during the first two weeks of the semester will automatically receive an F in the course. Students who wish to withdrawal from the course must do so on their own using the STAR system.

Each class's homework will average two hours of reading, or watching films per class period. You must have the homework completed *before* the class day listed in order to participate for that day. Participation includes coming to class prepared and on time, bringing all necessary materials, actively taking part in class discussions, asking questions, contributing your knowledge and insights in whatever form is appropriate, and striving to make all your contributions excellent on a daily basis. It also includes doing the reading and writing for each class. Just showing up is not participating.

Here is a grade breakdown for participation in ENGL258:

A: You are prepared for every class period and contribute to class discussion every (or almost every) day; this includes bringing the course readings on a daily basis. You have insightful and relevant contributions and go "above and beyond" an average engagement with the day's readings. You respond to your peers comments and questions and help facilitate dialogue in the classroom.

B: You are prepared for every class period and contribute to most class discussions; you usually have the course readings. Comments are relevant and insightful and demonstrate a careful reading of the texts assigned. You respond to other's comments on regular basis.

C: You are typically prepared for class and contribute to class discussion approximately half of the time; you bring the course readings about half of the time. Sometimes your contributions are off-topic or prevent dialogue from moving forward. During group work, you take on a quiet role.

D: You rarely comment or add insight to class discussion; you rarely bring the

course readings. You do not display your preparedness for class, which is reflected by class discussion and/or low quiz scores. You may show little interest in the material and are off task during class (reading non-relevant material (sending text messages, sleeping, etc...)).

F: You arrive late to class, are unprepared for class discussion, distract others, intentionally offend others, and/or fail to follow the classroom policies and procedures, and/or you have missed 6 or more classes.

Plagiarism/Cheating: Academic dishonesty is wholly unacceptable and will be dealt with accordingly. Plagiarism is defined as “material that has been knowingly obtained or copied in whole or in part from the work of others...including but not limited to another individual’s academic composition.” Cheating refers to, “doing academic work for another student, or providing one’s own work for another student to copy and submit as his or her own.” You cannot use work from other courses in this course; you fail to meet the requirements of this individual course by doing so. Cheating and plagiarism are serious offenses that will result in failure of the assignment and/or the course. Plagiarism cases will always be filed with the university. If you have questions about plagiarism/cheating or are confused by MLA please visit my office, or consult the WVU Student Conduct Code of Conduct.

<http://eberly.wvu.edu/undergraduate/advising/plagiarism/unit1>

Social Justice: I am committed to a classroom that strives to use inclusive language, minimize assumptions, emphasize respect of difference, honor privacy, and employ topics that allow but do not require exploration of gender, sex, sexuality, race, nationality, ability, class and so on. These topics make for productive, thoughtful, but sometimes tough discussions. If for any reason you find yourself feeling uncomfortable, feel free to come and speak with me. I will do my best to ensure that this classroom is a space where everyone feels comfortable and respected. Finally, if you have a conflict between a religious holiday and a graded assignment, please contact me in advance so that we can make appropriate arrangements.

Some of the course materials may contain content that is disturbing to some viewers. But, alas, this is popular culture and I could not (nor did I wish to) censor our course materials. If you feel offended (so much so that you cannot critically respond to the work) come and talk to me. I maintain an open door policy regarding such issues. My only request is that we participate in honest inquiry and respectful, informed debate.

Disability and Accommodations: If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me, and make appropriate arrangements with the Office of Accessibility Services. Also – keep in mind that Accessibility Services has moved to Suite 250 at 1085 VanVoorhis Rd (beside Applebee’s and across from the Mountaineer Station transportation center). The phone number is 304-293-6700,

and email is access2@mail.wvu.edu. Access their website at <http://accessibilityservices.wvu.edu/>.

Formal Assignments and Grade Breakdowns:*

ATTENDANCE/PARTICIPATION: (10% of Final Grade) See Above.

READING QUIZZES: (20% of Final Grade) Starting in Week 2, there will be weekly reading quizzes for the material covered in class and for homework. There will be a total of twelve quizzes over the course of the semester. **If you miss class on a day when a quiz is given, you will not be able to make up the quiz, and you must take a “zero” for that week. There are no exceptions to this rule.** It is essential that you complete the classwork and the homework each week for this class, and the quizzes are a tool to help you stay organized, and to study for the exams. Please schedule a meeting if you are confused by the quiz policies and requirements.

POPULAR CULTURE PAPERS (PCPS): (25% of Final Grade) In Weeks 6 and 10 of ENGL258, you will submit a short, thesis-driven paper on the popular culture material of your choice (i.e. anything on the syllabus to date). Each paper will be 1-2 pages in length, and will be formatted according to MLA guidelines. We will go over the requirements for these papers in the weeks before the due-dates.

MIDTERM EXAM (20%) AND FINAL EXAM (25%): A portion of the exams will be completed in-class. However, they also have a take-home portion.

Conventional Grade Breakdowns:

A+ → 100-98	B+ → 89-88	C+ → 79-78	D+ → 69-68	F → less than 60
A → 97-94	B → 87-84	C → 77-74	D → 67-64	
A - → 93-90	B - → 83-80	C - → 73-70	D - → 63-60	

**PLEASE NOTE*: The best way to be successful in this course is to do the readings, participate and attend class regularly, and complete all of the course assignments. Failure to complete the essays and exams will result in failure of the course. Additionally, do not rely on former viewings of the films or episodes; always (re-view the material to prepare for the class period!*

Required Texts: You probably do not have to purchase all of the movies and television episodes on this syllabus. Most (if not all) of the films and television series are available on reserve at the library. You also might consider a Netflix membership or purchasing used copies via the Internet. iTunes and Amazon.com also offer streaming services (where you can purchase single episodes or “rent” a film for a reduced cost. At times episodes will be available on free viewing services such as YouTube and Hulu.

Required Books: (both available in the WVU bookstore)

Collins, Suzanne. *The Hunger Games*. New York: Scholastic, 2009. Print. ISBN: 978-

0439023528. (eBooks and Kindle-editions are fine)

Grahame-Smith, Seth. *Abraham Lincoln, Vampire Hunter*. New York: Grand Central Publishing, 2011. Print. ISBN: 978-1455510177. (eBooks and Kindle-editions are fine)

Required Visual Texts:

Albanese, Rory and Jon Stewart. *The Daily Show with Jon Stewart*. Comedy Central Productions, 2012. Website. (Available on Hulu and Comedy Central.com)

Fukasaku, Kinji. *Battle Royale*. Toei Company, 2000. DVD. (Available on Netflix)

Geller, Sarah Michelle, Nicholas Brendan and Alyson Hannigan. *Buffy the Vampire Slayer Seasons 1-6*. Twentieth Century Fox, 2000-2004. DVD. (Available on Netflix and Hulu Plus)

Green, Hank and Bernie Su. *The Lizzie Bennet Diaries*. YouTube. Web. Accessed on December 18, 2012. YouTube. <http://www.youtube.com/LizzieBennet>

Hamm, John and Elisabeth Moss. *Mad Men: Season 1. Mad Men: Season 2. Mad Men: Season 3*. Lionsgate Films, 2008, 2009, 2010. DVD. (Available on Netflix)

McCarthy, Gena. *Dance Moms: Season 3*. Collins Avenue Entertainment. Website. MyLifetime.com. <http://www.mylifetime.com/shows/dance-moms/video/full-episodes>

Nitzberg, Julian. *The Wild and Wonderful Whites of West Virginia*. MTV Studios, 2010. DVD. (Available on Netflix)

Poehler, Amy and Rashida Jones. *Parks and Recreation: Season One. Parks and Recreation: Season Two. Parks and Recreation: Season 3, Parks and Recreation: Season 4*. Universal Pictures, 2010, 2011, 2012. DVD. (Available on Netflix and Hulu Plus)

Poznack, Barry. *Buckwild: Season 1*. Parallel Productions. Web. MTV.com. (Available On Hulu Plus)

Ross, Gary. *The Hunger Games*. Lionsgate, 2012. DVD. (Available on iTunes and Netflix)

Salsano, Sally Ann. *The Jersey Shore: Season 1-Season 6*. MTV Productions, 2010-2012. DVD. (Available on Netflix and Hulu)

Shepherd, Kate. *Breaking Pointe: Season 1*. BBC Worldwide, 2012. DVD. (Available on Hulu)

Walker, Benjamin and Dominic Cooper. *Abraham Lincoln, Vampire Hunter*. Twentieth Century Fox, 2012. DVD. (Available on Netflix, Amazon.com and iTunes)

Required Articles, Book Chapters, and eBooks:

Dollase, Hiromi Tsuchiya. "Choosing Your Family: Reconfiguring Gender and Familial Relationships in Japanese Popular Fiction." *The Journal of Popular Culture* 44.4 (2011) 755-773. Web. Accessed on December 2, 2012. eCampus

Edelman, Lee. "The Future is Kid's Stuff." *No Future: Queer Theory and the Death Drive*. Durham: Duke University Press, 2004. Print. eCampus

Friedan, Betty. "The Problem That Has No Name." *The Feminine Mystique*. New York: Dell Publishing, 1963. Print. eCampus

Gabriel, Trip. "Feeling Dragged Through the Mud, as MTV Comes to West Virginia." *The New York Times*. January 1, 2013. Web. Accessed on January 2, 2013. eCampus
<http://www.nytimes.com/2013/01/02/us/feeling-dragged-through-the-mud-as-mtv-comes-to-west-virginia.html? r=0>

Gevinson, Tavi. "Owning Up to Weird Obsessions." *Rookie Yearbook One*. 2012. Web. Accessed on December 1, 2012.
<http://rookiemag.com/2012/02/weird-obsession/>

Gopnik, Adam. "The Forty-Year Itch: What *Mad Men* Shows Us About Popular American Culture." *The New Yorker* April 23, 2012. Accessed on December 2, 2012.
http://www.newyorker.com/talk/comment/2012/04/23/120423taco_talk_gopnik

Heisler, Steve. "Ron and Tammy: Part Two" *The AV Club: TV*. February 10, 2011. Web. Accessed on December 1, 2012.
<http://www.avclub.com/articles/ron-tammy-part-two.51564/>

Mc, Brad. "Will MTV's 'Buck Wild' make West Virginia Look Wonderful?" *The Daily Mail: Blog*. November 22, 2011. Web. Accessed on December 10, 2012.
<http://blogs.dailymail.com/nerdliving/2011/11/22/will-mtvs-buck-wild-make-west-virginia-look-wonderful/>

Mason, Carol. "The Hillbilly Defense: Culturally Mediating US Terror At Home and Abroad." *NWSA Journal* 17.3 (Fall 2005): 39-63. Web. Accessed on December 2, 2012. eCampus

Phalen, Patricia F., Jennie Kim, and Julia Osellame. "Imagined Presidencies: The Representation of Political Power in Television Fiction." *The Journal of Popular Culture* 43.5 (2012): 532-550. Web. eCampus. Accessed on December 10, 2012.

Porter, Rick. "The best TV episodes of 2012: 'Parks and Recreation' wins with 'The Debate.'" *Zap2It*. December 26, 2012. Accessed on January 1, 2013.
<http://blog.zap2it.com/frominsidethebox/2012/12/the-best-tv-episodes-of-2012-parks-and-recreation-wins-with-the-debate.html>

Richardson, Timothy. "The Looks of Men: Doubling and Nostalgia in *Mad Men*." *Popular Culture Review* 21.1 (Winter 2010): 21-31. Web. eCampus.

Richards, Chris. What Are We? Adolescence, Sex and Intimacy in *Buffy the Vampire Slayer*. *Continuum: Journal of Media and Cultural Studies* 18.1 (March 2004): 121-134. Web. eCampus.

Rodrick, Stephen. "Here Is What Happens When You Cast Lindsay Lohan in Your Movie." *The New York Times Magazine*. January 10, 2013. Web. Accessed on January 11, 2013. eCampus
<http://www.nytimes.com/2013/01/13/magazine/here-is-what-happens-when-you-cast-lindsay-lohan-in-your-movie.html?pagewanted=all>

Westlake, E.J. "Friend Me If You Facebook: Generation Y and Performative Surveillance." *The Drama Review*, 52.4 (2008): 21-40. Web. eCampus.

Zaslow, Emilie and Judy Schoenberg. "Stumping to Girls through Pop Culture: Feminist Interventions to Shape Future Political Leaders." *Women and Language* 35.1 (Spring 2012), 97-115. Web. Accessed on December 14, 2012. eCampus.

Schedule of Work:

(I reserve the right to make changes to this syllabus at any time to best suit the needs of this class.)

WEEK 1:

August 19: Introduce Syllabus; Unit 1 Material Culture and the American Office
(ALL TELEVISION EPISODES FOR THIS UNIT ARE AVAILABLE ON NETFLIX)

Homework: *Mad Men* Episode 1.2; "Owning Up to Weird Obsessions" (Article)
eCampus <http://rookiemag.com/2012/02/weird-obsession/>

August 21: Administrative Details, Discuss *Mad Men* and the American Office

Homework: *Mad Men* Episodes 1.11 2.8

August 23: (End of Drop/Add Today) Getting to Know the eCampus page for ENGL258, and setting the historical landscape of the 1960's

Homework: *Mad Men* Episode 2.12; Betty Friedan - excerpts from *The Feminine Mystique*

WEEK 2:

August 26: Class Discussion of Friedan and Gender Studies

Homework: *Mad Men* Episodes 3.5, 3.12

August 28: What Defines the 1960's?

Homework: *Mad Men* Episodes 3.5, 3.12

August 30: Reading Quiz #1

Homework: Adam Gopnick: "The Forty-Year Itch: What *Mad Men* Shows Us About Popular American Culture" (Article) eCampus; "The Looks of Men" (Article) eCampus

WEEK 3:

September 2: *Mad Men* and Introduce *Parks and Recreation*-Nostalgia and Idealism

Homework: *Parks and Recreation* Episodes 2.4, 2.8, 2.12, 2.17

September 4: The "Woman" Problem

Homework: *Parks and Recreation* Episodes 2.23, 3.4, 3.5, 3.7

September 6: Reading Quiz #2

Homework: *Parks and Recreation* Episodes 4.4, 4.12, 4.20, and 4.22

WEEK 4:

September 9: *Parks and Recreation* Discussion

Homework: *The AV Club TV*: "Ron and Tammy Part 2"

[http://www.avclub.com/articles/ron-tammy-part-two.51564/;](http://www.avclub.com/articles/ron-tammy-part-two.51564/)

Zap2It: The Best Episode of TV in 2012: *Parks and Recreation*'s "The Debate"

<http://blog.zap2it.com/frominsidethebox/2012/12/the-best-tv-episodes-of-2012-parks-and-recreation-wins-with-the-debate.html>

September 11: Masculinity and Social Deviance

Homework: "Stumping to Girls" (Article) eCampus;

"Imagined Presidencies" (Article) eCampus

September 13: Reading Quiz #3; Final Thoughts on Unit 1; Begin Unit 2: Vampires, Romance and American History

Homework: *Buffy the Vampire Slayer* Episodes 1.4, 2.13

WEEK 5:

September 16: Why Vampires?

Homework: *Buffy the Vampire Slayer* Episodes 2.14, 3.18; "What are We?" (Article) eCampus

September 18: American History and Vampirism

Homework: *Buffy the Vampire Slayer* Episode 5.16; *Abraham Lincoln, Vampire Hunter* (novel - 2010) Pages 1-19

September 20: Reading Quiz #4

Homework: *Buffy The Vampire Slayer*, 6.7, 6.8; *Abraham Lincoln, Vampire Hunter* (novel) Pages 19-138

WEEK 6:

September 23: Popular Culture Paper #1 Due Today

Homework: *Abraham Lincoln, Vampire Hunter* (novel) Pages 139-227

September 25: Lincoln's Legacy

Homework: *Abraham Lincoln, Vampire Hunter* (novel) Pages 231-336

September 27: Reading Quiz #5

Homework: *Abraham Lincoln, Vampire Hunter* (2012-film: Available on Netflix, Amazon.com and iTunes) First Half of Film

WEEK 7:

September 20: Film Adaptations Versus Novels

Homework: *Abraham Lincoln, Vampire Hunter* (2012) Completed Film

October 2: Final Thoughts on Unit 2 – Vampires, Romance and American History; Prepare for Midterm Exam

Homework: Study for Mid-Term

October 4: (Mid-Semester is Today) Midterm Exam Delivered Today/Take-Home Portion of MIDTERM EXAM due Monday: October 7, 2013

WEEK 8:

October 7: Begin Unit 3 – Surveillance, Self-Consciousness and Reality TV

Homework: *The Jersey Shore* Episodes 1.2, 3.3

October 9: The Great Guido Debate

Homework: *The Jersey Shore* Episodes 5.7, 6.2

October 11: Reading Quiz #6

Homework: “Friend Me If You Facebook” (Article) eCampus; “Here is What Happens when You Cast Lindsey Lohan in Your Movie” (Article) eCampus

<http://www.nytimes.com/2013/01/13/magazine/here-is-what-happens-when-you-cast-lindsay-lohan-in-your-movie.html?pagewanted=all>

WEEK 9:

October 14 : CLASS CANCELLED – FALL BREAK

October 16: West Virginia: in the News and in Popular Culture – The Role of Celebrities/Celebrity Status

Homework: *Buckwild* Episodes 1-4 (Episodes on MTV.com); “Feeling Dragged Through The Mud as MTV Comes to West Virginia” (Article) eCampus

<http://www.nytimes.com/2013/01/02/us/feeling-dragged-through-the-mud-as-mtv-comes-to-west-virginia.html? r=0>

October 18: Reading Quiz #7

Homework: *The Lizzie Bennet Diaries* (Available on YouTube) Episodes 1-20, 60-75
<http://www.youtube.com/LizzieBennet>

WEEK 10:

October 21: Seeing What We Want to See-The “Reality TV” Romance Plot

Homework: *The Wild and Wonderful Whites of West Virginia* (film – 2009)

October 23: Popular Culture Paper #2 Due Today

Homework: *The Wild and Wonderful Whites of West Virginia* (2009)

October 25: (Today is the Last Day to Drop a Class with a “W” instead of an “F”); Review *The Wild and Wonderful Whites of West Virginia*; Quiz #8

Homework: “The Hillbilly Defense” (Article) eCampus; *Dance Moms* Season 3 Episodes (available on Lifetime.com); *Breaking Pointe* Season 1 Episode 1 (available on Hulu-Plus)

WEEK 11:

October 28: Dance: the Ultimate Reality TV Experience?

Homework: *Breaking Pointe*, Season 1 Episodes 2 and 3 (available on Hulu-Plus);

“So, You Think You’re A Dance Master?” by Renee Nicholson (essay) eCampus

October 30: Special Presentation: Renee Nicholson

Homework: *Dance Moms* Season 3 Episodes; *The Daily Show with Jon Stewart* (available on Hulu and Comedy Central.com)

November 1: Don’t Panic: The Reality of Our Lives **Reading Quiz #9**

Homework: *The Daily Show with Jon Stewart*

WEEK 12:

November 4: Final Thoughts on Unit 3 Surveillance, Self-Consciousness and Reality

TV; **Introduce Unit 4: Futurity and Young Adult Literature**

Homework: *Battle Royale* (film-2000)

November 6: Discussion – Japanese Film

Homework: *Battle Royale*; “Choosing Your Family” (Article) eCampus

November 8: Final Thoughts about *Battle Royale*; **Reading Quiz #10**

Homework: Complete -“Choosing Your Family”

WEEK 13:

November 11: Japanese Versus American Notions of Futurity

Homework: Lee Edelman: Excerpts from *No Future* (article) eCampus

November 13: Edelman; Introduce *The Hunger Games* (novel)

Homework: *The Hunger Games* (novel) Pages 1-20

November 15: Reading Quiz #11

Homework: *The Hunger Games* (novel) Pages 20-72

WEEK 14:

November 18: “I volunteer as tribute!” The Nature of Human Sacrifice

Homework: *The Hunger Games* (novel) Pages 73-130

November 20: “The Boy with the Bread:” Gender Politics in Appalachia

Homework: *The Hunger Games* (novel) Pages 131-221

November 22: Panem et Circensis -**Reading Quiz #12**

Homework: Complete *The Hunger Games* (novel)

November 25: No Class – Thanksgiving Break

November 27: No Class – Thanksgiving Break

November 29: No Class – Thanksgiving Break

WEEK 15:

December 2: Film Adaptations and American Popular Culture

Homework: *The Hunger Games* (2012 – film) First Half of the Film

December 4: (Today is the Last Day to Withdraw from the University for this Semester)

Homework: Complete *The Hunger Games* (2012); Study for Final!
December 6: FINAL EXAM TODAY Take-Home Portion of FINAL EXAM Due
Monday December 9, 2013

Week 16:
December 9: Turn in Take-Home Portion of Final Exam
HAPPY HOLIDAYS!!!

STUDENT AGREEMENT:

I have read this syllabus, and I agree to the guidelines as set out by the instructor, specifically regarding attendance, cheating and plagiarism, and the use of electronic devices in the classroom.

NAME:

SIGNATURE:

DATE: _____