COURSE DESCRIPTION
What we understand as “popular culture”—today associated with movies, television, Netflix, and videogames—is often dismissed as irrelevant entertainment. However, studies in the social sciences have recently begun to demonstrate what those in the humanities and in pop culture studies have been arguing for decades: pop culture not only reflects our understanding of who we are and what we imagine for the future, but also exerts considerable influence over our gendered and racial identities, as well as our futures. In this course, we will look at examples of influential Western pop culture in context, examining how those works of entertainment did change the world around them, beginning with Robin Hood and Shakespeare, and moving through American Abolition and the Civil Rights Movement to Cold War dystopias and into the modern day. Students will have a chance to help choose some of the works the class will examine.

REQUIRED TEXTS
Beloved by Toni Morrison (Vintage Reprint 2004 edition recommended)
The Complete Persepolis by Marjane Satrapi (Pantheon 2007 edition recommended)
The Handmaid’s Tale by Margaret Atwood (Anchor Books 1998 edition recommended)
(some books may be available at Boatwright Library or online)
Additional readings will be provided in class, posted on BlackBoard, or attached via email.

All students are also required to view the following films:
Malcolm X (1992), directed by Spike Lee
Black Panther (2018), directed by Ryan Coogler
Blackkklansman (2018), directed by Spike Lee
All films are available streaming online through UR libraries.
All films are on Course Reserve at the MRC or may be borrowed from Dr. Bezio directly.

COURSE REQUIREMENTS
Attendance/Class Participation 10%
Discussion Questions 5%
Short Papers (15% per) 30%
Reading/Watching Response Blog 15%
Long Papers (20% per) 40%
**Attendance/Class Participation (10%)**
All students are expected to attend classes regularly and to contribute to class discussions. Frequent absences will impact a student’s ability to participate in discussion. If students are uncomfortable participating out loud during class discussions, they have the option of sending a 300+ word response to the day’s discussion to Dr. Bezio before 10pm on the day of the discussion in exchange for participation credit.

**Discussion Questions (5%)**
Each student will be expected to start discussion once during the course of the semester. This is not a formal presentation; students are expected to bring five questions or problems to begin the day’s discussion. At least one question must relate to each assigned work for the day.

**Reading/Watching Response Blog (15%)**
All students are expected to respond to course readings once per week over the course of the semester. In addition, students will be asked to attend three cultural or resistance events (movie screenings on campus or in a theatre, theatrical productions, dance or music performances, or protests—and write up brief descriptions/responses to those events.

**Short Papers (15% each—30% total)**
There will be four total paper assignments throughout the semester. Students may decide WHICH assignments they wish to do as short papers, and which as long papers. Students will be given a set of requirements for each type and will be able to choose two as short paper assignments.

**Long Analysis Papers (20% each—40% total)**
There will be four total paper assignments throughout the semester. Students may decide WHICH assignments they wish to do as short papers, and which as long papers. Students will be given a set of requirements for each type and will be able to choose two as long analysis paper assignments.

**Classroom Policies**
Students are expected to be on time to class. Lateness will impact a student’s attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are not permitted in the classroom, as current research shows that students learn better, more efficiently, and with better retention from taking notes by hand and using hard copies of readings. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

All written work is expected on time. Assignments turned in late will be penalized the equivalent one full grade for each day they are late. All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams
cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.
COMMON JEPSON POLICIES

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
disability.richmond.edu/

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html
If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are: Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

**Counseling and Psychological Services** ([http://wellness.richmond.edu/offices/caps/](http://wellness.richmond.edu/offices/caps/) or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([https://disability.richmond.edu/students/index.html](https://disability.richmond.edu/students/index.html) or 289.8032) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable that student to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.
COURSE SCHEDULE: LDST 390-03 CULTURE AND RESISTANCE (FALL 2019)

THURSDAY, AUGUST 29
Watch: History’s Mysteries, “The True Story of Robin Hood” (Link on Blackboard)
Read: Miyares, “Who was the Real Robin Hood?” (Link on Blackboard)
Look through/skim Robin Hood Wikipedia pages (Links on Blackboard)
Assignment: Sign up for a Discussion Slot (Link under Assignments on Blackboard)

TUESDAY, SEPTEMBER 3
Read & Listen: Butler, “Did Richard II Provoke an Elizabethan Rebellion?” (Link on Blackboard)
Read: Klarer, “What is Literature? What is a Text?” (Blackboard)
“Close Reading How-To” (Blackboard—same file as Klarer)
Post: Group Zed
Comment: Group Omega

THURSDAY, SEPTEMBER 5
Read: Equiano, “From The Interesting Narrative of the Life of Olaudah Equiano” (Blackboard)
Murray, “On the Equality of the Sexes” (Blackboard—same file as Equiano)
Miller, “Intersectionality” (Link on Blackboard—watch Crenshaw video embedded in article)
Post: Group Omega
Comment: Group Zed

TUESDAY, SEPTEMBER 10
Watch: “The True Story Behind ‘Uncle Tom’s Cabin’” (Link on Blackboard)
Read: Hagood, “Oh, what a slanderous book” (Blackboard)
Bezio, “Introduction” (Blackboard)
Phillis Wheatley poem (Blackboard)
Post: Group Zed
Comment: Group Omega

THURSDAY, SEPTEMBER 12
Watch: “Fighting for the Vote” Parts 1 & 2 (Links on Blackboard)
Read: Gilman (Stetson), “The Yellow Wallpaper” (Blackboard)
Post: Group Omega
Comment: Group Zed

TUESDAY, SEPTEMBER 17
Read: Langston Hughes poems (Blackboard)
Langston Hughes Lost Story (Blackboard)
Zinn, “Or Does it Explode?” (Blackboard)
Post: Group Zed
Comment: Group Omega
THURSDAY, SEPTEMBER 19
Read: Beloved, Part I, Ch. 1-3, pp. 1-51 (chapter ending “…waiting for her was all that mattered.”)
Post: Group Omega
Comment: Group Zed

FRIDAY, SEPTEMBER 20: ROBIN HOOD OR RICHARD PAPER DUE (ON BLACKBOARD, BY 5PM)

TUESDAY, SEPTEMBER 24
Read: Beloved, Part I, Ch. 4-8, pp. 52-100 (chapter ending “…Denver. Real pretty.”)
Post: Group Zed
Comment: Group Omega

THURSDAY, SEPTEMBER 26
Read: Beloved, Part I, Ch. 9-14, pp. 101-158 (chapter ending “…Higher. Deeper.”)
Post: Group Omega
Comment: Group Zed

TUESDAY, OCTOBER 1
Read: Beloved, Part I, Ch. 15-18, pp. 159-195 (end of Part I)
Post: Group Zed
Comment: Group Omega

THURSDAY, OCTOBER 3
Read: Beloved, Part II, Ch. 19-21, pp. 196-247 (chapter ending “…Beloved. She’s mine.”)
Post: Group Omega
Comment: Group Zed

TUESDAY, OCTOBER 8
Read: Beloved, finish
Post: Group Zed
Comment: Group Omega

THURSDAY, OCTOBER 10
Read: Persepolis, pp. 1-71
Post: Group Omega
Comment: Group Zed

THURSDAY, OCTOBER 17
Read: Persepolis, pp. 72-134
Post: Group Omega
Comment: Group Zed

FRIDAY, OCTOBER 18: CLOSE READING & CONTEXT PAPER (ON BLACKBOARD, 5PM)
TUESDAY, OCTOBER 22
Read: *Persepolis*, pp. 135-206
Post: Group Zed
Comment: Group Omega

THURSDAY, OCTOBER 24
Read: *Persepolis*, pp. 107-266
Post: Group Omega
Comment: Group Zed

TUESDAY, OCTOBER 29
Read: *Persepolis*, finish
Post: Group Zed
Comment: Group Omega

THURSDAY, OCTOBER 31
Read: *The Handmaid’s Tale*, Ch. I-IV
Post: Group Omega
Comment: Group Zed

TUESDAY, NOVEMBER 5
Read: *The Handmaid’s Tale*, Ch. V-VI
Post: Group Zed
Comment: Group Omega

THURSDAY, NOVEMBER 7
Read: *The Handmaid’s Tale*, Ch. VII-IX
Post: Group Omega
Comment: Group Zed

TUESDAY, NOVEMBER 12
Read: *The Handmaid’s Tale*, Ch. X-XI
Post: Group Zed
Comment: Group Omega

THURSDAY, NOVEMBER 14
Read: *The Handmaid’s Tale*, Ch. XII
Post: Group Omega
Comment: Group Zed

FRIDAY, NOVEMBER 15: GRAPHIC NOVEL PAPER (ON BLACKBOARD, 5PM)

TUESDAY, NOVEMBER 19
Read: *The Handmaid’s Tale*, finish
Post: Group Zed
Comment: Group Omega
THURSDAY, NOVEMBER 21
Read: Roanhorse, “Welcome to your Authentic Indian Experience™” (Blackboard)
Cooper, “Native American Activism” (link on Blackboard)
Post: Group Omega
Comment: Group Zed

TUESDAY, NOVEMBER 26
Watch: Black Panther (Link to Swank on Blackboard)
Read: Teays, “Second Thoughts: Media” (Blackboard)
Wallace, “Defining Moment” (Blackboard)
Post: Group Zed
Comment: Group Omega

TUESDAY, DECEMBER 3
Watch: Malcolm X & BlackkKlansman (Links to Swank on Blackboard)
Read: Staples, “Just Walk on By” (Blackboard)

THURSDAY, DECEMBER 5
Watch: Childish Gambino, “This is America” (Link in Blackboard)
Beyoncé, “Formation” (Link in Blackboard)
Read: Osman, “Slaying New Black Notions” (Blackboard)
Ford, “Beyesthetics: ‘Formation’ and the Politics of Style” (Blackboard)

MONDAY, DECEMBER 16: MODERN CULTURE AND RESISTANCE PAPER (ON BLACKBOARD, 5PM)