

**CULTURE AND RESISTANCE:  
RACE, GENDER, POWER, AND POP CULTURE  
LDST 390-01: FALL 2021  
MON./WEDS. 1.30-2.45PM JPSN 120**

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This statement acknowledges the traditional, ancestral, unceded territory of the Pamunkey nation on which we will be learning and working throughout our time at the University of Richmond. It is important to acknowledge this land because of a legacy of silence and exploitation of indigenous peoples on the part of the United States and US Institutions, and it is our responsibility to help mitigate that history here and around the world where indigenous peoples are oppressed.

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**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.

**Content Warning:** Many of the materials for this course discuss traumatic events: abuse, violence, sexual assault, racism, homophobia, and sexism. Some works are historically dated and contain offensive materials, while others use difficult content to make specific arguments. If you are concerned about course materials, please feel free to contact Dr. Bezio via email or Slack (or make an appointment).

**REQUIRED TEXTS**

*Kindred* by Octavia Butler (Beacon Press 2003 edition recommended)  
*The Complete Persepolis* by Marjane Satrapi (Pantheon 2007 edition recommended)  
*Felix Ever After* by Kacen Callender (Balzer + Bray – Kindle edition is free for Prime members)  
(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:

*Robin Hood* (1973) – Disney

*Robin Hood* (2010 OR 2018)  
*Richard II* (2016) – Royal Shakespeare Company  
*Black Panther* (2018)  
*Knives Out* (2019)

All films are available streaming online through UR libraries.

### **COURSE TECHNOLOGY**

Slack (downloading the free app is recommended)

[https://join.slack.com/t/slack-0g46882/shared\\_invite/zt-tpjfg29z-KecW0niMYg8VBVhM4Z9xLw](https://join.slack.com/t/slack-0g46882/shared_invite/zt-tpjfg29z-KecW0niMYg8VBVhM4Z9xLw)

Students will be able to use Slack as a mode of gaining participation, but it will also be the principal platform for reading responses and general class communication. Students should use their Richmond email (unless they have an existing Slack account) to join.

### **COURSE REQUIREMENTS**

Class Participation	10%	Discussion Questions	5%
Short Paper	20%	Reading/Watching Response Posts	15%
Long Paper	30%	Podcast	20%

#### Class Participation (10%)

All students are expected to contribute to class discussions. Frequent absences will impact a student's ability to participate in discussion, but absences will not specifically count against a student's grade. If students are uncomfortable participating out loud during class discussions, they have the following additional options:

- 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.
- engaging in discussion of the course materials (or topics related to course materials) with other students on Slack in the #class-related-content thread.

#### Discussion Questions (5%)

Each student will be expected to come up with questions to spur discussion once during the course of the semester. Students should send discussion questions to Dr. Bezio by 9am the day of their assigned day on Slack or via email.

#### Reading/Watching Response Blog (15%)

Students will be asked to write up (and comment on others' write-ups) reactions to the readings and materials for the day in the #reading-response-posts channel on Slack.

#### Papers (50%)

There will be two formal papers this semester, one focusing on relating a work of culture to its context, and a longer research or creative paper.

#### Podcast (20%)

At the end of the semester, students will be asked to produce a podcast based on the content of one of their two papers (students' choice). Students will be grouped and asked to review each others' podcasts as a part of the assignment.

### **COVID-19 POLICIES (UR)**

We are facing a challenging situation in which all of us are called on to make a good faith effort to be flexible and to make decisions in the best interest of the community, including staying home when sick. Students who are sick should not attend class, will not be required to provide formal documentation from a health care provider, and will not be penalized for absences.

However, students must:

- Notify instructors in advance of the absence if possible.
- Contact the Student Health Center if sick.
- Keep up with classwork if they are able to do so.
- Submit assignments digitally on time whenever possible.
- Work with their instructors to try to reschedule any missed assignments.
- Stay in close communication with their instructors.

This attendance policy puts everyone on their honor. It requires that faculty and instructors trust the word of their students when they say they are ill, and it requires that students report the reason for their absence truthfully. Falsely reporting a reason for an absence is an honor code violation.

Students shall not:

- Disclose, share, trade, or sell class recordings with/to any other person, organization, business, or institution; and/or
- Post/store these recordings in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such recordings. Students are required to destroy any recordings that were made when they are no longer needed for the student's academic work. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

### **CLASSROOM POLICIES**

Students are expected to be attentive to and respectful of the professor and the ideas of their peers. This includes doing one's best to be on time to class and respecting social distancing. We will begin the semester wearing masks, a policy which may be adjusted depending on the spread and control of the delta and lambda variants of COVID-19.

Laptops are permitted in class for the purpose of facilitating discussion and take notes, including the use of Slack as appropriate. Students should *not* be using laptops to surf the internet or use social media. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

Classes will not be recorded, although chats through Slack will remain available to students throughout the semester for repeated reference.

All course-related materials—syllabi, assignment sheets, lectures, podcasts—are not for distribution or reproduction. Students should not share these materials online or offline without the specific permission of the instructor.

All written work is expected on time (barring significant contingencies, which need to be discussed with Dr. Bezio). 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.

During the pandemic, students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students are **strongly encouraged** to contact Dr. Bezio if they are experiencing symptoms of illness (COVID or otherwise) if they wish to discuss missed materials or have questions once they are recovered. Students experiencing symptoms of COVID or who have a positive test result **should not come to class** and should immediately contact their respective dean (Richmond or Westhampton) and student health.

### 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](https://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/](https://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](https://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](https://registrar.richmond.edu/planning/religiousobs.html)

#### Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class,

microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To do so, the following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.<sup>5</sup> Additionally, this semester students are leading a series of workshops, *Not So Slight: Combating mAcroaggressions*, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup><https://commonground.richmond.edu/contact/bias-incidents/index.html>

## STUDENT RESOURCES

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** ([asc.richmond.edu](http://asc.richmond.edu)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hw Walton@richmond.edu\)](mailto:hw Walton@richmond.edu) for coaching appointments in academic and life skills.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides \(libguides.richmond.edu\)](http://libguides.richmond.edu). Students can [contact an individual librarian \(library.richmond.edu/help/liaison-librarians.html\)](http://library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat \(library.richmond.edu/chat.html\)](http://library.richmond.edu/chat.html).

**Career Services:** ([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** ([caps.richmond.edu](http://caps.richmond.edu) 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** ([disability.richmond.edu](http://disability.richmond.edu)) 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 students 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** ([speech.richmond.edu](http://speech.richmond.edu) or 287-6409): 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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([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 390-01 CULTURE & RESISTANCE (FALL 2021)**

All songs are available on either the class Spotify list *or* as mp3 files on Blackboard. Lyrics are available for all songs (and should be used to follow along and for note-taking) on Blackboard. Articles that are links are also linked-to on Blackboard. Films are available streaming through the Library (and are also linked-to on Blackboard). Non-linked articles and readings are available on Blackboard (BB) as PDF files.

The order in which links and files appear on Blackboard is the recommended “order” for readings to provide background or commentary relative to the other content. (But it doesn’t really matter.)

#### **MONDAY, AUGUST 23**

What is culture and why does it matter?

#### **WEDNESDAY, AUGUST 25**

Close Reading as Leadership Analysis

**Listen:** Culture & Resistance Podcast, Episode 1

**Read:** Klarer, “What is Literature?” & “Reading Literature” (single file, Blackboard)  
Phillis Wheatley (bio and poems) (BB)

#### **MONDAY, AUGUST 30**

Ye Olde Robin Hoode

**Listen:** Podcast, Episode 2

Ferguson, “Robin Hood and Little John” (BB)

Ferguson, “Robin Hood and the Tanner” (BB)

**Watch:** [Timeline, “Was There a Real Robin Hood?”](#)

**Read:** [Miyares, “Who was the Real Robin Hood?”](#)

#### **WEDNESDAY, SEPTEMBER 1**

Robin Hood Today

**Listen:** Podcast, Episode 3

**Watch:** [Robin Hood \(Disney\)](#)

[Robin Hood \(Ridley Scott\)](#) OR(/AND) [Robin Hood \(Jamie Foxx\)](#)

#### **MONDAY, SEPTEMBER 6**

Shakespeare and Resistance

**Watch:** [Richard II \(David Tennant\)](#) (script link on BB)

**Listen:** [Butler, “Lend Me Your Ears”](#)

#### **WEDNESDAY, SEPTEMBER 8**

Civil Rights & Resistance Culture

**Listen:** Podcast, Episode 4

Billie Holiday, “God Bless the Child” (BB)

Billie Holiday, “Strange Fruit” (BB)

**Read:** Langston Hughes Poems (BB)

Carvalho, “Strange Fruit” (BB)

### **MONDAY, SEPTEMBER 13**

Women's Rights and Voices

**Watch:** [“Fighting for the Vote,” Part 1](#)  
[“Fighting for the Vote,” Part 2](#)

**Read:** Gilman, “The Yellow Wallpaper” (BB)  
Chopin, *Short Stories* (BB)

### **WEDNESDAY, SEPTEMBER 15**

Protesting a War

**Read:** Zinn, “Impossible Victory” (BB)

**Watch:** [“The Vietnam War Timeline”](#)  
[The 20<sup>th</sup> Century, “The Vietnam Protest Movement”](#)

**Listen:** Joan Baez & Bob Dylan, “Blowin’ in the Wind” (BB)  
Arlo Guthrie, “Alice’s Restaurant Massacree” (BB)  
Creedence Clearwater Revival, “Fortunate Son” (BB)  
Edwin Starr, “War” (BB)

### **MONDAY, SEPTEMBER 20**

First Nations and Protest

**Listen:** Podcast, Episode 5

**Read:** Zinn, “As Long as Grass Grows...” (BB)

[Cooper, “Native American Activism”](#)  
[Roanhorse, “Welcome to Your Authentic Indian Experience™”](#)

### **WEDNESDAY, SEPTEMBER 22**

Black Women's Voices: Octavia Butler's *Kindred*, Part 1

**Listen:** Podcast, Episode 6

**Read:** *Kindred*: Prologue, The River, The Fire

### **MONDAY, SEPTEMBER 27**

*Kindred*, Part 2

**Read:** *Kindred*: The Fall  
Bianchi, “Dangerous Visions” (BB)

### **WEDNESDAY, SEPTEMBER 29**

*Kindred*, Part 3

**Listen:** Podcast, Episode 7

**Read:** *Kindred*: The Fight

### **MONDAY, OCTOBER 4**

*Kindred*, Part 4

**Read:** *Kindred*: The Storm

[Anderson, “Why Octavia E Butler’s Novels are So Relevant Today”](#)

**Due:** Topic for Context Analysis Paper (email or Slack for approval)



**WEDNESDAY, OCTOBER 6**

*Kindred*, Part 5

**Read:** *Kindred*, The Rope, Epilogue

Richard, "Defining *Kindred*" (BB)

**WEDNESDAY, OCTOBER 13**

Middle Eastern Women's Voices: Marjane Satrapi's *Persepolis*, Part 1

**Read:** *Persepolis*, pp. 1-71

[Katouzian, "The Iranian Revolution"](#)

**FRIDAY, OCTOBER 15**

Context Analysis Paper Due by 11.59pm on Blackboard

**MONDAY, OCTOBER 18**

*Persepolis*, Part 2

**Listen:** Podcast, Episode 8

**Read:** *Persepolis*, pp. 72-134

**WEDNESDAY, OCTOBER 20**

*Persepolis*, Part 3

**Read:** *Persepolis*, pp. 135-206

**MONDAY, OCTOBER 25**

*Persepolis*, Part 4

**Read:** *Persepolis*, finish

Ostby, "Graphics and Global Dissent" (BB)

**WEDNESDAY, OCTOBER 27**

Immigrant Culture in the United States

**Listen:** Podcast, Episode 9

**Read:** Riis, "Excerpts from *How the Other Half Lives*" (BB)

[Anzaldúa, "Excerpts from \*Borderlands/La Frontera\*"](#)

[Gorodischer, "Absit"](#)

**MONDAY, NOVEMBER 1**

A Shift in Hollywood Heroes

**Listen:** Podcast, Episode 10

**Watch:** [Black Panther](#)

**Read:** Wallace, "Why Black Panther is a Defining Moment" (BB)

**WEDNESDAY, NOVEMBER 3**

Poetry as Modern Protest

**Read:** [Spahr, "Turnt"](#)

Abi-Karam, "An Unbecoming" (BB)

Gorman, "The Hill We Climb" (BB)

**MONDAY, NOVEMBER 8**

*Felix Ever After*, Part 1

**Read:** Chapters 1-5

**Listen:** [Gender Reveal Podcast, "Gender 101"](#)

**WEDNESDAY, NOVEMBER 10**

*Felix Ever After*, Part 2

**Read:** Chapters 6-10

**Listen:** [Gender Reveal Podcast, "Gender 102"](#)

**MONDAY, NOVEMBER 15**

*Felix Ever After*, Part 3

**Read:** Chapters 11-15

[Agarwal, "What is Trans History?"](#)

**Due:** Topic for Research or Research Paper (email or Slack for approval)

**WEDNESDAY, NOVEMBER 17**

*Felix Ever After*, Part 4

**Read:** Chapters 16-20

**Listen:** [Gender Reveal Podcast, "Gender 103"](#)

**MONDAY, NOVEMBER 22**

*Felix Ever After*, Part 5

**Read:** Finish *Felix*

[Lewis, "Unexpected Connection"](#)

**THANKSGIVING BREAK**

**MONDAY, NOVEMBER 30**

Subversion and Empowerment I: Film

**Listen:** Podcast, Episode 12

**Watch:** [Knives Out](#)

**WEDNESDAY, DECEMBER 1**

Subversion and Empowerment II: Music

**Listen:** Podcast, Episode 13

**Watch:** [Beyonce, "Formation"](#)

[Childish Gambino, "This is America"](#)

[Noname, "Song 33"](#)

[Lil Nas X, "Montero"](#)

[Lil Nas X, "Industry Baby"](#)

**Read:** Ford, "Beysthetics" (BB)

Osman, "Slaying New Black Notions" (BB)

[Brooks, "Time to Go to Work"](#)

[Chow, "Religious Symbolism of 'Montero'"](#)

[Brisco, "Lil Nas X Responds..."](#)

**FRIDAY, DECEMBER 3**

Research or Mesearch Paper due by 11.59pm on Blackboard

**TUESDAY, DECEMBER 7**

Podcasts are due (both the script file and the audio file) on Blackboard by 11:59pm. Audio files ONLY are due in Box (at the same time).

**THURSDAY, DECEMBER 9**

Podcast reviews (three) are due by 12pm (noon).