CULTURE AND RESISTANCE:
RACE, GENDER, POWER, AND POP CULTURE
LDST 369: SPRING 2025
MON./WEDS. 12-1.15PM   JPSN 107
SLACK CHANNEL: HTTPS://JOIN.SLACK.COM/T/CULTURERESISTANCE/SHARED_INVITE/ZT-2WTHYT31Z-U~NXGKL_9VLOBVJW25Q7JA

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.
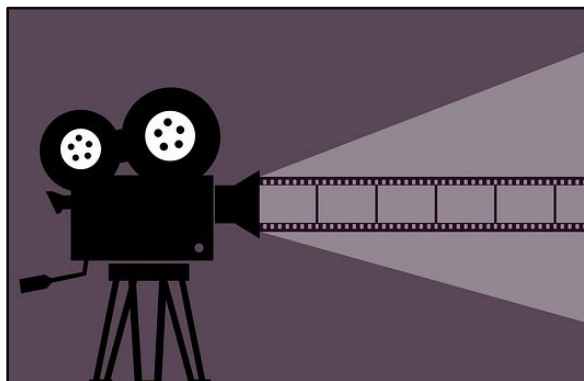

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COURSE DESCRIPTION

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).

COURSE GOALS

- To gain the skills to read critically
- To examine works of culture ("stage" and "screen") as arguments about the world that engage in the practice of leadership
- To be able to share ideas about works of culture with others
- To be able to reframe works of culture in new contexts so that they create new arguments as a type of leadership practice

GENERAL EDUCATION LEARNING OUTCOMES

FIELD OF STUDY: LITERARY STUDIES

The field of literary studies concerns itself with verbal texts read as structures of meaning. While language is a practical tool for thought and communication of many sorts, the particular focus of literary studies is on linguistic creations as meaningful in themselves, and not purely as documents that record meaning outside themselves.

Courses satisfying the literary studies requirement are centrally concerned with the textual analysis of primary works. They consider a variety of interpretive frameworks and attend to one or more collateral areas of investigation, including the study of the process by which texts are created and received, the historical and cultural contexts in which they are created and received, and their relationships to each other and to other fields of experience and analysis. The field of literary studies brings its perspectives and methods to bear on imaginative and non imaginative works alike.

LITERARY AND TEXTUAL INQUIRY

1. Students will demonstrate their ability to apply at least two interpretive frameworks to objects of literary or textual analysis.
2. Students will demonstrate their ability to analyze objects of literary or textual analysis in one or more mode or style.

3. Students will demonstrate an understanding of the ways in which texts are created or received to serve specific ends.

4. Students will demonstrate their ability to interpret and analyze specific texts in relation to one another and/or to other fields of experience within aesthetic, cultural, historical, philosophical, or experiential contexts.

POWER, EQUITY, IDENTITY, AND CULTURE

1. Students will analyze the origins and dynamics of structural inequities and power imbalances in specific societal contexts.

2. Students will analyze how attitudes, experiences, and/or beliefs are shaped both by context and/or cultural identity.

3. Students will demonstrate knowledge of the effects of inequities and power imbalances on a society, and the historical or current efforts, successful and unsuccessful, used to reduce such effects.

REQUIRED TEXTS

As You Like It by William Shakespeare (Folger edition recommended)
As You Like It: A Radical Retelling by Cliff Cardinal (Playwrights Canada Press 2022)
Beloved by Toni Morrison (Vintage International 2004 edition recommended)
The Complete Persepolis by Marjane Satrapi (Pantheon 2007 edition recommended)
Miracle Creek by Angie Kim (Sarah Crichton Books 2019)
Books are available at the UR Bookstore (some may also be available at Boatwright or online)
Additional readings will be posted on BlackBoard, Perusall, or on Slack.

All students are required to view the following films, available streaming through UR libraries:

        Robin Hood (1973) – Disney
        As You Like It (2019) – Royal Shakespeare Company
        Born on the Fourth of July (1990) – Oliver Stone
        Killers of the Flower Moon (2023) – Martin Scorsese
        Knives Out (2019) – Rian Johnson
        Clue (1985) – Jonathan Lynn

COURSE TECHNOLOGY
Slack (downloading the free app is recommended)
 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.

ACCESSIBILITY
Students who need to use screen readers can request Word versions of all assignments (and the
syllabus/course schedule) from Dr. Bezio. Students who need transcripts for audio files (podcasts)
can request transcripts from Dr. Bezio. Students with accommodations *may* record Dr. Bezio's
lectures, but *may not* record other students' comments during Reacting games without their explicit
permission, and those who record classroom content *may not* distribute them or post them (per UR
policy). Students who feel they need to record other material should arrange a conversation with
Dr. Bezio about their concerns. Any students who have assignment accommodations should send
their DANs to Dr. Bezio as soon as possible. **There are no exams in this course, so there is no
need for exam-related accommodations**.

Students who are concerned that they may *need* accommodations (either temporary or long-term)
and do not have them are encouraged to contact Student Disability Services (contact information
at the end of the syllabus packet, on page 8 and page 10).

COURSE REQUIREMENTS

Class Participation	15%	Discussion Posts	20%
Short Paper	10%	Culture in Community Project	25%
Long Paper	30%		

Assignment Breakdown

■ Participation ■ Short Paper ■ Long Paper ■ Discussion Posts ■ Culture in Community
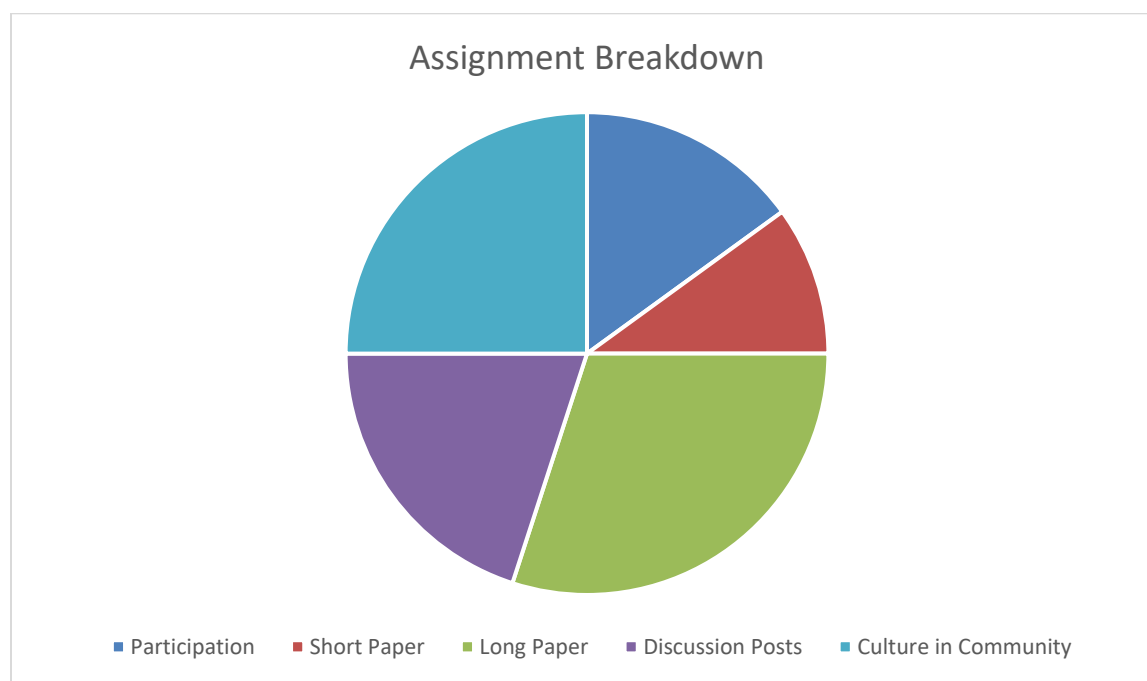
Class Participation (15%)
All students are expected to contribute to class discussions. Frequent absences will impact a student's ability to participate in discussion, but absences will not specifically count against a student's grade. If students are uncomfortable participating out loud during class discussions for any reason and/or they feel they need to augment in-class participation, 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 (via email or Slack private message).
- engaging in discussion of the course materials (or topics related to course materials) with other students on Slack in the #participation thread.
- Discussion posting *above and beyond the 10 points per day* (see below).

Participation is straightforward—an "instance" of participation, whether on Slack, via email, on BlackBoard, or in class, should move the conversation about the class materials or topics forward, whether in the form of comments or questions. Each "instance" earns a point. (Longer written responses, such as the 300+ word email, may earn more than one point.)

Discussion Posts (20%)
Students can gain Discussion Post points in two ways.
1. Participating in discussion threads and commenting on readings posted to Perusall, when the readings are available on Perusall. (1 point per short comment/question)
2. Posting in and responding to #discussions threads on Slack. (5 points for 200+ word posts; 1 point for a short substantive comment on someone else's post, 3 points for a comment of 100+ words)

Responses will not be graded on style or organization, only content. Students receive points for each substantive (in terms of content, not necessarily word count) comment *or question* on Perusall, in Blackboard Discussions, or in #discussions on Slack. Each day that there are readings, students can earn *up to 10 points per day* (capped at 200 total) by posting in any or all of the Discussions options. Discussions posts and comments must be made *by classtime*. Discussions posts can call back to earlier materials or discussions, connect materials to outside events or thoughts, etc.

Students need to do 20 total Discussion posts (which means that there are **six** days they do not have to do a set of Discussion posts—students' choice).

Please note: This is a separate assignment and does *not* count toward participation. Any discussion posting *above and beyond the 10 points for the day will filter into participation.*

Papers (40%)
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. Each paper has its own specific requirements, listed on Blackboard. These are formal papers to be turned in **as .docx files on Blackboard**. Papers will be graded on content, evidence, organization, and language (including grammar). Students who wish additional help with papers are encouraged to see the Writing Center and/or Dr. Bezio.

Culture in Community Project (25%)
This project will involve working with a community partner for 8 weeks of the semester and will include a written paper analysis of the project.

All students will receive a 24 hour extension they can cash in on any written paper assignment. For every 24 hours a student turns in a major paper *early*, they can earn an additional 24 hours for a later assignment. (Note: No papers can be accepted after May 1 at the end of the semester due to grading deadlines.)

GRADE SCALE

The points in this course are distributed to allow for a 5% scale between each letter grade (although students can expect letter grades to be awarded for similar quality work in other Jepson courses). The course as a whole is graded out of 1,000 points.

Grades will not be "rounded." Students must reach the threshold for each grade in order to earn that grade (an A falls between 900 and 999.999, for instance). Some assignments will be graded with partial points. Grades for individual assignments can be determined by dividing by the total number of points for the assignment, with 5% between each grade (an A is 95% to 99.999%, an A- 90% to 94.999%, etc.).

A+	1000
A	950
A-	900
B+	850
B	800
B-	750
C+	700
C	650
C-	600
D+	550
D	500
D-	450

Grades (and comments when appropriate) will be made available to students on BlackBoard when the assignment has been graded for the whole class (both sections). Feedback (when appropriate) will be provided via pdf attachments for papers and in BlackBoard's comment sections for smaller assignments, exams, and quizzes. Blog and participation grades will be updated at the end of the semester on BlackBoard, but students may inquire with Dr. Bezio to find out where they stand at any point in the semester.

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 individuals' boundaries in terms of masking, distance, etc.

Laptops and tablets are permitted in class for the purposes of facilitating discussion and taking 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.

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, *including with AI software or CourseHero-type websites.* Doing so is a violation of the Honor Code and UR Policy.

Because we will be using online materials, students shall not:

•Disclose, share, trade, or sell class materials (including papers, podcasts, PowerPoint slides, etc.) with/to any other person, organization, business, or institution (including AI); and/or

•Post/store these materials 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 materials. 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.

All written work is expected on time (barring significant contingencies or accommodations, which need to be discussed with Dr. Bezio). Late papers and assignments will be penalized up to a full grade step for each 24 hours they are late (A to A-). Technical problems (computer or email) are not an acceptable excuse for lateness: back up files on Google Drive, Box, Dropbox, and/or an external jump drive, and save often. **Students are responsible for knowing how to turn in files on Blackboard and must turn in all files as .doc or .docx files** (.pages, .pdf, and links to Google Docs are not acceptable formats for assignments).

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. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced *or assisted* by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission). The use of any of the above without explicit permission is a violation of the University Honor Code and will be treated as such.

Emergencies
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 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. Because COVID is still with us, students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students experiencing symptoms or who have a positive test result of a contagious disease (including COVID) **should not come to class** and should immediately contact their respective dean (Richmond or Westhampton) and student health.

FOR STUDENTS STRUGGLING TO COMPLETE WORK…
If you have trouble getting your assignments in on time, starting your assignments at a reasonable hour, or focusing while doing your work OR if you are currently experiencing an illness or injury (or the aftereffects of one), you may want to seek support from *both* the Academic Skills Center **and** Student Disability Services, and talk to Dr. Bezio.

There are a *lot* of people with invisible, undiagnosed, and underdiagnosed temporary and permanent disabilities in the United States, particularly students from lower income households, communities of color, and blue collar backgrounds. Disabilities, in this context, include neurodiversity that might cause a student's brain to work in a pattern that doesn't mesh well with "traditional" higher education models; a physical impairment (like migraines) that occasionally causes challenges completing assignments; a mental illness (like anxiety or depression); or another condition that isn't *explicitly* classified as a "learning disability" or a "visible disability." Disabilities might also include long COVID, a concussion, a broken arm, or a number of other conditions that are temporary, but require support for a few weeks or a few months.

If you think—based on the above descriptions—that you might qualify for support from Disability Services, please contact them ASAP, even if you've never felt you "needed" accommodations.

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps in order to implement their accommodations in each class:

> 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.

> 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-500.

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

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

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.[1] Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.[2] 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).[3] 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.[4]

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.[5] 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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[1]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

[2]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

[3]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

[4]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

[5]https://commonground.richmond.edu/contact/bias-incidents/index.html

STUDENT RESOURCES

Boatwright Library Research Librarians: (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). Students can contact an individual librarian(library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html).

Career Services: (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 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) 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.

Weinstein Learning Center

The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at University of Richmond. To learn more and view service schedules and appointment times, visit wlc.richmond.edu. Available services include:

Academic Skills Coaching
Meet with a professional staff member who will collaborate with you to assess and develop your academic and life skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, and more).

Content Tutoring
Peer consultants offer assistance in specific courses and subject areas. They are available for appointments (in-person and virtual) and drop-in sessions. See schedules at **wlc.richmond.edu** for supported courses and drop-in times.

English Language Learning
Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and/or intercultural skills.

Quantitative and Programming Resources
Peer consultants and professional staff offer workshops or one-on-one appointments to build quantitative and programming skills and provide statistical assistance for research projects.

Speech and Communication
Prepare and practice for academic presentations, speaking engagements, and other occasions of public expression. Peer consultants offer recording, playback, and coaching for both individual and group presentations. Students can expect recommendations regarding clarity, organization, style, and delivery.

Technology Learning
Visit our student lab dedicated to supporting digital media projects. Services include camera checkout, video/audio recording assistance, use of virtual reality equipment, poster printing, 3D printing and modeling, and consultation services on a variety of software.

Writing
Assists student writers at all levels of experience, across all majors. Meet with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies.

COURSE SCHEDULE:
LDST 369-01 CULTURE & RESISTANCE (SPRING 2025)

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 Perusall. Articles that are links are also available on Perusall. Films are available streaming through the Library (and are also linked-to on Blackboard). Readings not on Perusall will need to be purchased (recommended in hard copy or editable e-copy).

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, JANUARY 13
What is culture and why does it matter?

WEDNESDAY, JANUARY 15
Art as Resistance
Culture in the Community Project Intro
Listen: Podcast, Episode 1
Read: Brooks, "The Power of Art in a Political Age" (Perusall)
    Edelman, Chapter 1 (Perusall)

WEDNESDAY, JANUARY 22
Culture in Community Project Day: How to Make an Anthology
Write: Go find an anthology (Dr. Bezio has many) and do your Discussion posts/comments about the anthology that you looked through. Answer the following (worth all 10 discussion points):
1. What is the theme of the anthology?
2. What are the different genres it represents?
3. Who is the target audience of the anthology?
4. What does it provide in addition to the "works" or things being anthologized?
5. What would you change about it if you could change something? (1-3 total things)
To Do: It wouldn't be a bad idea to get started on some of the Robin Hood stuff for next week Wednesday.

MONDAY, JANUARY 27
Close Reading as Leadership Analysis
Listen: Culture & Resistance Podcast, Episode 2
Read: Klarer, "What is Literature?" & "Reading Literature" (single file, Perusall)
    Phillis Wheatley (bio and poems) (Perusall)

WEDNESDAY, JANUARY 29
Robin Hood
Read: Miyares, "Who was the Real Robin Hood?" (Perusall)
Listen: Ferguson, "Robin Hood and Little John" (BB, lyrics on Perusall)
    Podcast, Episode 3
Watch: *Timeline*, "Was There a Real Robin Hood?"
    Robin Hood (Disney)

MONDAY, FEBRUARY 3
Shakespeare and Resistance: *As You Like It*
Watch: *As You Like It* (follow along in your play book)

WEDNESDAY, FEBRUARY 5
Shakespeare and Resistance: Revising Shakespeare
Read: *As You Like It: A Radical Retelling* (book)

FEBRUARY 7 & 8: ECOSHAKES PRODUCTION

MONDAY, FEBRUARY 10
Women's Rights and Voices
Watch: "Fighting for the Vote," Part 1
        "Fighting for the Vote," Part 2
Read: Gilman, "The Yellow Wallpaper" (Perusall)
        Chopin, *Short Stories* (Persuall)

WEDNESDAY, FEBRUARY 12
War and Disability
Read: Zinn, "Impossible Victory" (Perusall)
        Disability Studies – Foundations & Concepts (Perusall)
Watch: "The Vietnam War Timeline" (BB)
        Born on the 4th of July (BB)

MONDAY, FEBRUARY 17
First Nations and Protest
Listen: Podcast, Episode 4
Read: Zinn, "As Long as Grass Grows…" (Perusall)
Watch: *Killers of the Flower Moon* (BB)

WEDNESDAY, FEBRUARY 19
Black Women's Voices: Toni Morrison's *Beloved*
Watch: Toni Morrison—Crash Course (BB)
Read: *Beloved*, Part I, Ch. 4-8, pp. 52-100 (chapter ending "…Denver. Real pretty.")

MONDAY, FEBRUARY 24
Read: *Beloved*, Part I, Ch. 9-14, pp. 101-158 (chapter ending "…Higher. Deeper.")

WEDNESDAY, FEBRUARY 26
Listen: Podcast, Episode 5
Read: *Beloved*, Part I, Ch. 15-18, pp. 159-195 (end of Part I)

MONDAY, MARCH 3
Read: *Beloved*, Part II, Ch. 19-21, pp. 196-247 (chapter ending "…Beloved. She's mine.")

WEDNESDAY, MARCH 5
Read: *Beloved*, finish
   Daniels, "The Call of Baby Suggs in *Beloved*" (Perusall)

FRIDAY, MARCH 7
Due: Topic for Context Analysis Paper (email or Slack for approval) before 5pm

MONDAY, MARCH 17
Trans Poetic Voices
Read: Spahr, "Turnt" (Perusall)
   Abi-Karam, "An Unbecoming" (Perusall)
   Agarwal – What is Trans history? (Perusall)
Listen: *Gender Reveal Podcast*, "Gender 101"
    Gender Reveal Podcast, "Gender 102"

WEDNESDAY, MARCH 19 – AT THE HARNETT MUSEUM OF ART
Art as Politics & Protest
Listen: Podcast Episode 6
Look: Portraits to look at *while* listening to the podcast (Perusall)

SUNDAY, MARCH 23
Context Analysis Paper Due by 11.59pm on Blackboard

MONDAY, MARCH 24
Middle Eastern Women's Voices: Marjane Satrapi's *Persepolis*
Read: *Persepolis*, pp. 1-134
   Katouzian, "The Iranian Revolution" (Perusall)

WEDNESDAY, MARCH 26
Read: *Persepolis*, pp. 135-206

MONDAY, MARCH 31
Listen: Podcast, Episode 7
Read: *Persepolis*, pp. 207-266

WEDNESDAY, APRIL 2
Read: *Persepolis*, finish
   Ostby, "Graphics and Global Dissent" (Perusall)

SUNDAY, APRIL 6
Culture in Community Paper due by 11.59pm on Blackboard

MONDAY, APRIL 7
Miracle Creek
Read: *Miracle Creek*, Prologue-Chapter 5
   Cary, "Deepest Dive: Angie Kim" (Perusall)

WEDNESDAY, APRIL 9
Read: *Miracle Creek*, Chapters 6-11

MONDAY, APRIL 14
Read: *Miracle Creek*, Chapters 12-21
Listen: Podcast Episode 8

WEDNESDAY, APRIL 16
Read: *Miracle Creek*, Chapters 22-28

MONDAY, APRIL 21
Read: *Miracle Creek,* Finish
Watch: [History of "Madness"](#)
Due: Topic for Research or Mesearch Paper (email or Slack for approval)

WEDNESDAY, APRIL 23
Subversion and Empowerment in Film
Listen: Podcast, Episode 9
Watch: *Clue* (BB, watch first)
　　　Knives Out (BB)
Read:　Choose at least one:
　　　Rosenbaum, "Introduction" from *Domestic Economies* (Perusall)
　　　Flores, "New Citizens, New Rights" (Perusall)
　　　Hanson et al, "US Immigration from Latin America in Historical Perspective (Perusall)

FRIDAY, MAY 2
Research or Mesearch Paper due by **NOON** on Blackboard (instead of your final exam)
Seniors cannot use extensions to push this deadline because I have to turn your grades in sooner than the rest of the class. Sorry!