

LASE 2110 - CRITICAL READING, WRITING, AND REASONING, SECTION 2
 Part I of the Transition Program Methods Sequence: Analysis
 Summer Session III

CLASS INFORMATION

Our Topic: The Practice of Everyday Life: Analyzing Popular Culture
 Meeting Time: 10:30-11:45
 Meeting Place: New Cabell 315

INSTRUCTOR INFORMATION

Kathryn Densberger, PhD
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 Phone: (434) 243-4310
 Office: Monroe 137

OFFICE HOURS

Office Hours are after class, from 3:30-4:30 on these dates (also by appt. at other times):
 First week: Wed. 7/15
 Second week: Tues. 7/21
 Third week: Tues. 7/28
 Last week: Tues. 8/4

WELCOME TO THE TRANSITION PROGRAM

This year, we'll be working through a 3-course sequence with the goal of becoming great askers and answerers of complex liberal arts questions. The first class will focus upon close analysis of products of pop culture. This will build toward the fall semester, when we will dig deeply into social and cultural theory. Finally, in the spring, you will be asked to conduct a research project and present it in both written and oral formats. This project will require you to use the knowledge from the two prior courses. By the end of the year, you will be able to confidently ask and answer critical questions in a variety of disciplines.

OUR FIRST COURSE: ANALYZING POPULAR CULTURE

Academia used to be organized into defined subjects and disciplines. As the world changes quickly, we as a global society have some very big and important problems to address. This means that it has become increasingly important to be able to use lots of different kinds of information to talk about an issue. This term, we will work on learning how to understand how we can use subjects as diverse as literature, history, and social and cultural theory to understand and think about products of pop culture. We will practice critiquing the social and cultural world around us both through in-class conversations and written, sustained arguments. By the end of this term, you will be able to look at products of pop culture, such as movies and art, and see past the surface to the connections that object has to other aspects of culture and society. You will be able to articulate a unique point of view that draws on evidence from a variety of types of sources. Finally, you will be more comfortable learning in fields where there may be no clear, single, correct answer.

HOW YOU'LL PRACTICE ANALYSIS

- **In-Class Group Work.** You'll have many opportunities to try out and think through new ideas with other students in this class. These activities will enrich our discussions as a class and push all of our analyses of readings and pop culture products in new directions. It's your chance to challenge yourself and your colleagues to think in new ways.
- **Open Reading Quizzes.** To be able to converse about the ideas presented in the readings, it's important that everyone spends time getting familiar with the text and thinking about the authors' main points. At the beginning of some classes for which a reading has been assigned, you will be asked to identify an important idea from the reading. For example, you might be asked to identify the thesis and to explain how you located it in the text. You will be able to reference the reading, but you will need to be familiar enough with the text that you can complete the quiz in just a few minutes.

- **Reflective Writing.** You will complete several written reflection assignments. These assignments will ask you to think about a reading in relation to other readings, other content you may have knowledge of, your own life, of the world around you. The purpose of reflective writing is to encourage you to form your own, unique thoughts about these readings. These assignments will sometimes be completed in class and others will be due on Collab. They will be assigned as opportunities for reflection present themselves.
- **Brief Analysis Paper.** You will turn in a 1-2 page analysis of a single object. You will describe thoroughly a single cultural object of interest to you.
- **Midterm In-Class Essay.** About halfway through the term, you will complete an in-class writing assignment, about 2 pages long. You will need to draw on at least 2 sources. The exam will cover all readings and topics from class thus far. You will need to be familiar with main ideas and themes from each.
- **Group Presentation.** Your GA group will work together to prepare and deliver a presentation about your coreq class. You will relate to the rest of the class what that other class has to offer to what we've learned in LASE2110.
- **Final Paper.** At the end of the term, you will turn in a 3-4 page (double-spaced) paper in which you will bring together at least 3 sources from class to discuss an idea of your own. This paper is your chance to practice thinking through and writing a sustained and unique argument, using and citing evidence from written sources to support your argument.

HOW YOU'LL KNOW HOW YOU'RE DOING

- **Peer Review.** Before your brief analyses and final papers are due, you will be asked to bring drafts to class, where you will trade papers and be guided through methods of assessing each other's work. You will have a chance to discuss your assessments with each other and with our GAs.
- **Instructor Feedback.** I will grade your assignments as quickly as possible. You will receive written feedback from me, in the form of rubrics and/or commentary. We will have individual meetings in the middle of the term, when we can discuss any concerns or questions. You will also receive a midterm estimate of your participation grade.
- **Self-Assessment.** You will have 3 types of opportunities to assess your own performance in this class. First, you will turn in a rubric with your brief analyses and final paper in which you will assess your own work using the same form that I will grade it with. Second, you will be asked to assess your own in-class participation. Finally, your reflective writing will ask you to consider your approach to reading assignments.

GRADING INFORMATION

Your performance on the assignments described above will determine your final course grade according to the formula below:

- 20% In-Class Contributions (group work, peer review, contributions, leadership, preparation)
- 15% Reflective Writing and Open-Reading Quizzes
- 10% Brief Analysis Paper
- 15% Midterm In-Class Essay
- 15% Final Paper
- 15% Revision of Paper
- 10% Group Presentation

Your final course grade will be assigned according to the distribution below:

98-100% = A+	83-86.99% = B	67-69.99% = D+
94-97.99% = A	80-82.99% = B-	63-66.99% = D
90-93.99% = A-	77-79.99% = C+	60-62.99% = D-
87-89.99% = B+	73-76.99% = C	Below 60 = F
	70-72.99% = C-	

IMPACT OF ATTENDANCE ON GRADE

For the duration of the summer program, you are not permitted to miss class unless there are extenuating circumstances of which I am notified in advance. Excessive absences may lead to a lower grade.

WHAT STUDENTS CAN EXPECT FROM ME

I will come to class ready to deliver the day's key lessons in a way I believe will be effective. I will push students to do their best work, and I will work with students to create a vibrant learning environment.

I will answer email within 24 hours whenever possible. All assignment instructions will be posted on Collab, attached to each assignment's dropbox. Links for any clips or slideshows will be made available on Collab as well.

WHAT STUDENTS SHOULD PLAN TO DO

Come to class prepared to work and contribute. This means that you should have completed any assigned reading. Don't just skim through it. Dig in. Mark passages that you have trouble with or that you have thoughts about. Write notes about those questions and thoughts. Think about where this reading sits in relation to others.

Be ready to offer comments in group work and whole-class discussions. Speak with me if you have trouble with this and we can work on strategies for you to be able to contribute.

Focus on our class during class. You are invited to leave distractions such as laptops and cell phones in your bag for the duration of class, so that your whole mind can be focused on our learning process.

Read assignment instructions and seek answers soon after the assignment is made. It is your responsibility to ensure that you understand the assignment well enough and early enough that you can ask for clarification on instructions or expectations in a timely manner.

See policy handout for additional information about resources, procedures, and expectations.

SCHEDULE : SUBJECT TO REVISION AS NEEDED. CHANGES WILL BE ANNOUNCED IN CLASS AND POSTED ON COLLAB.

WEEK	DATE	TOPIC	READINGS AND ASSIGNMENTS DUE
1	Mon. 7/13	What does it mean to analyze everyday life?	<ul style="list-style-type: none"> • GH Mead on Meaning, pg 96 • View “The Ugly Duchess”
	Tues. 7/14	1) Can you <i>see</i> culture on a person? 2) What is the role of the Honor Committee at UVa? (visit from members of the Honor Committee)	<ul style="list-style-type: none"> • Stephens, “Cultural Fixions of the Freak Body,” pg 50
	Wed. 7/15	What makes something “weird”? In-class viewing: <i>Grimm</i> episode	<ul style="list-style-type: none"> • Goffman, “Stigma: Notes on the Management of Spoiled Identity”, pg 40 • Friedman, from <i>Crime and Punishment</i>, pg 64 • Mather, from <i>Salem Witch Trials Accounts</i>, pg 66
	Thurs. 7/16	Why do we—and can we—laugh at “weird”? In-class viewing: <i>30 Rock</i> episode: “Black Tie”	<ul style="list-style-type: none"> • Sontag, “Notes on Camp,” pg 82 • Stott, “The Body,” pg 100
	Fri. 7/17	How can you best help your colleagues with the writing process?	<ul style="list-style-type: none"> • DUE: BRING DRAFT TO CLASS ★
2	Mon. 7/20	MEET IN LARGE GROUP ROOM What does it mean to be part of a community... or not? In-class viewing: <i>Divergent</i>	<ul style="list-style-type: none"> • DUE: BRIEF ANALYSIS PAPER, TURN IN ON COLLAB ★
	Tues. 7/21	We’ll finish the film and continue our conversation from Monday.	<ul style="list-style-type: none"> • Sherif, “The Robbers Cave Experiment,” pg 114 • Anderson, “Imagined Communities,” pg 128
	Wed. 7/22	In-class Midterm	<ul style="list-style-type: none"> • IN CLASS: MID-TERM IN-CLASS ESSAY ★
	Thurs. 7/23	One-on-One Meetings	<ul style="list-style-type: none"> • Individual Meetings with Ms. Densberger in Monroe 137, schedule TBA
	Fri. 7/24	Paper Workshopping Circles	<ul style="list-style-type: none"> • DUE: BRING DRAFT TO CLASS ★
3	Mon. 7/27	MEET IN LARGE GROUP ROOM How does a person end up standing apart, and what’s it like? In-class viewing: <i>Hancock</i>	<ul style="list-style-type: none"> • DUE: FINAL PAPER, TURN IN ON COLLAB ★ • Richardson, “The Gospel According to Spider-man,” pg 134 • Simmel, “The Stranger,” pg 144

	Tues. 7/28	How can you learn from and speak about static images?	<ul style="list-style-type: none"> • Nemett, from <i>Images, Objects and Ideas</i>, pg 158 • Benjamin, "Art in the Age of Mechanical Reproduction," pg 161 • Sontag, "Plato's Cave," pg 167
	Wed. 7/29	Visit to Fralin	
	Thurs. 7/30	Visit to Special Collections	
	Fri. 7/31	How do photographic images "work"?	<ul style="list-style-type: none"> • DUE: REFLECTION PAPER ON ITEM FROM SPECIAL COLLECTIONS, TURN IN ON COLLAB ★ • Barthes, from <i>Camera Lucida</i>, pg 193
4	Mon. 8/3	How do <i>you</i> see big ideas at work in pop culture?	<ul style="list-style-type: none"> • DUE: BRING AN EXAMPLE WITH YOU TO CLASS ★ (physical object or paper, or put on Collab by 9am) and be prepared to talk about it
	Tues. 8/4	In-class presentations or Guest Speakers on contemporary community (either Tues or Wed)	<ul style="list-style-type: none"> • Putnam's <i>Bowling Alone</i> • <i>Or (depending upon Tues or Wed speaker/presentations)</i> • Be prepared to give your presentation! Visual aids due to me on Collab by 9am.
	Wed. 8/5	In-class presentations or Guest Speakers on contemporary community (either Tues or Wed)	<ul style="list-style-type: none"> • Putnam's <i>Bowling Alone</i> • <i>Or (depending upon Tues or Wed speaker/presentations)</i> • Be prepared to give your presentation! Visual aids due to me on Collab by 9am.
	Thurs. 8/6	Last day! We'll conduct peer review of papers and finish up any leftover presentations.	<ul style="list-style-type: none"> • DUE: BRING DRAFT TO CLASS ★
	Fri. 8/7	(no classes)	<ul style="list-style-type: none"> • Final Paper Due, on Collab by 5pm