**MWF Spring 2016**

***Daily Class Schedule: Inquiry into Drama, Spectacle, and Performance***

***RI= Rhetoric of Inquiry***

***WH= The Writer’ Harbrace***

***BB = (On Blackboard)* \*\*\**Mythologies* by Roland Barthes available in its entirety\*\*\***

***\*Selected readings may change, so pay attention in class.***

***For each class day listed below you are expected to have the assignment completed BEFORE* *you come to class that day.***

***January*:**

**Unit One: Identifying Drama, Spectacle, and Performance**

**W 1/13** Introduction to the course: Objectives, Policies, Assignments, & Potential Areas for Research. Student survey.

**F 1/15** *WH****:*** 1a, 1e. *RI:* Chapter 1—Inquiry, Research, and Writing in English*.*

“Spectacle” (BB)

**M 1/18 MLK Holiday—Classes do not meet**

**W 1/20** BB: Guy Dubord “Society of the Spectacle” (Ch I: #s 3, 6, 18; CH II #s 41& 42)

*RI:* What is a Research Proposal and How can I write one? pp. 49-54

**F 1/22 \*\*\*Assignment sheet for paper 1: Qualitative component (sub assignment for paper 2 (Historical/Archival Research component) covered in class**

*WH****:*** 2 (pgs.18-29). *RI:* Chapter 2—Entering a Research Conversation (21-46)

**M 1/25** BB: Roland Barthes *Mythologies*: READ “The World of Wrestling,” *WH* Managing Deadlines” (102).

**W 1/27 Topic proposal for paper 1 DUE:**

BB: Spectacle and Performance: Anthropology. *RI:* Make Connections Among Sources p, 27 and Questions for evaluating Non-written Primary Sources p, 154

**F 1/29**  *RI:* How Can I Generate a Research Question pp, 28-31. AND Topic Development, pp: 275-276

***February***

**Unit 2: History and Contexts of Drama, Spectacle, and Performance**

**M 2/1 \*\*\*Paper 1 DUE\*\*\***

**\*\*\*Assignment Sheet for paper 2: Historical/Archival paper covered in class**

*RI:* The 5Cs of Thinking Like an Historian, p. 149. Discussion about pre-thinking about what kinds of materials may be available from Special Collections for your paper 2 assignment and what your topic might look like.

**W 2/3 Class meeting at Special Collections Library.**

**F 2/5 Discuss proposal ideas for Paper 2 in class (Bring a roughed out idea of what your topic may be for the Historical/Archival paper. We will open discussion toward peer review in order to brainstorm directions you might take in your research.**

**M2/8** READ: Roland Barthes *Mythologies*: “The Romans in Films” (BB).

*WH:* 10a, b, g. *RI*: Questions for Evaluating Text-Based Primary Sources p, 154 BB: Gladiator Wiki, Gladiators of Rome overview, Gladiator: The Real Story. WATCH: Gladiator Movie Trailers (3 on BB).

**W 2/10 Write in: Come to class ready to firm up details for your paper proposal *RI*: Writing a Research paper, pp. 161-167**

**F 2/12** **Proposal Paper 2 DUE**

**M 2/15 CONFERENCES**

**W 2/ 17 CONFERENCES**

**F 2/19 CONFERENCES**

**M 2/22 \*\*\*\*Paper 2 DUE (Historical/Archival research paper). (Library Assignment (aka Paper #3 and requirements for Paper # 4: Annotated Bibliography covered in class)** *RI*: How to Write an Annotated Bibliography, p. 293

**W 2/24 \*\*\*Library Assignment (Paper 3) DUE\*\*\***

**(Today we will discuss group presentation criteria and form our groups. Today is also the day your group can brainstorm and possibly CLAIM your topic. No two groups can do the same or similar topic, so this tends to be a fun day to be in class ☺**

**F 2/26** Context: Rochester’s “A Ramble in St. James’s Park.”

And READ: Rochester’s “A Ramble in St. James’s Park” (BB) **\*\*Language Advisory\*\***: Rochester is known for his profanity. Understand that this is part of his interrogation of the world he lives in; therefore, the profane is reflected in his art. If you are sensitive to overt profanity, you will be offended by Rochester. That’s okay. He wants you to be offended. **Review webpage**: New York’s Fashion Week (BB) *WH*: “Composing with Visuals” 6a, b, c, d. 7b “The Design Principles of Visual Rhetoric,” 7c Combining visual and verbal elements.”

**M 2/29**  “Ku Klux Klan’s place in history hinges on the power of the spectacle” AND “Taylor Swift is Dreaming of a Very White Africa” (BB) *RI*: How Can I Ensure I’ve Avoided Plagiarism, pp: 135-137

***March***

**W 3/2** Dramatizing Dementia: When Less is More (BB)

We will watch Samuel Beckett’s *Catastrophe* in class

**F 3/4 \*\*Group Presentation Workshop Day\*\* Come to class prepared to work with your groups on finalizing your presentations.**

**M 3/7 \*\*\*Group Presentations\*\*\***

**W 3/9 \*\*\*Group Presentations\*\*\***

**F 3/11 \*\*\*Group Presentations\*\*\***

**M 3/14-3/18 SPRING BREAK—Have fun ☺**

**UNIT 3: The Body and its significance in Drama, Spectacle, and Performance:**

**M 3/21** David Henry Hwang’s *M. Butterfly* (Act I) (BB) *RI:* How to Paraphrase Source Material, p. 294

**W 3/23** David Henry Hwang’s *M. Butterfly* (Acts II & III) (BB)

**F 3/25 SPRING RECESS—Enjoy the long weekend ☺**

**M 3/28** Mini presentation-a-thon

**W 3/30** ASSIGNMENT SHEET PAPER 4 / MINI PRES-A-THON

***April***

**F 4/1** “Napalm girl photo from Vietnam war turns 40” (BB)

“Gasp in Shock”—Daily Mail article by Steve Nolan (BB)

“Tiananmen Square self-immolation incident” (wiki) (BB)

*RI:* Writing a Research Paper, pp: 161-167

“Bodies Exhibit May Be Banned in Seattle” Jennifer Kabala

“Anatomy of a controversy” Mitch Stacey (BB) AND *RI*: How to Integrate Quotations into your Document, p. 295

**M 4/4**  Dark Tourism: A fine line between curiosity and exploitation (BB)“Chernobyl tours offered years after blast” *WH:*10c, d, e (Annotated bibliography and working with sources) AND WATCH video (linked on BB) Revisiting Chernobyl: A Nuclear Disaster of Epic Proportions. *RI*: Analyzing Peer Reviewed Journal Articles, pp. 11-115 (We will be analyzing the “Dark Tourism” article in class)

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**W 4/6**  “Prison Tourism” & “The Angola Prison Rodeo” (BB)

*WH:* 3a, 3b, 3c. AND 8a, b, c, d; *RI*: How Can I Integrate Sources Into My Draft, pp. 123-135

**F 4/8** “What is Nontraditional Casting?” Tauyna Lovell Banks, “Controversial Casting in *The Last Airbender*” Op/ed piece. (BB); *WH*:7 i, j.

*\****IN CLASS Writing:** Images for Film (BB). Please look through each of these images and choose at least TWO. Discuss these images in your Response: Write a brief response that details how your selected images perform rhetorically. What messages are they conveying? To what audience? What do these images signify about race? gender? culture? etc. Feel free to be creative in your response—if you observe a rhetorical technique not mentioned in this prompt—go ahead and discuss that.

**M 4/11 Peer Review Paper 4 Workshopping in class**

**W 4/13** **Paper #4 Due**

Where’s Rey?

“Rey is Missing from New Star Wars Monopoly, and This is Becoming a Real Problem” AND “JJ Abrams defends “Black Stormtrooper” Against Racist Star Wars Critics” BB

**F 4/15 “**Carrie Fisher Responds to Body Shaming Critics” AND “The problem with being Badass” (BB)*RI*: 3 Sample Secondary Source Student Papers, pp. 327-357 \*\***LAST DAY to turn in Revisions\*\***

**M 4/18 FINAL PAPER WORKSHOPPING WEEKS ☺ ☺ ☺ Thesis Statement Workshop Day! Come to class with your thesis statement to exchange with other students for a peer review workshop**

**W 4/20 Thesis Statement and Plagiarism Checklist: This is a WRITE IN day. Come to class with a completed Thesis statement to workshop in class**

**F 4/22 Mini-Conferences/Wrap-up writing Questions: This is a WRITE IN day. Come prepared to work on your final paper. You may bring laptops, writing materials, research materials, etc.**

**M 4/25 PEER REVIEW and polish day: Bring a printed copy of your Final Paper draft to class to exchange with other students for a final review.**

**W 4/27 \*\*\*WRITE IN\*\*\* This is your day to polish your work! Bring the draft of your final paper.**

**F 4/29 \*\*\*Last Class Meeting\*\*\* Final Papers Due**