Professor Lynn Fujiwara / fujiwara@uoregon.edu
Office Hours in Esslinger 192M: Thursdays 12-2pm and by appointment

*This course satisfies Queer Studies credits toward the QS minor.

Blackboard: Students are required to use the course’s Blackboard site for readings, announcements, handouts, and related materials. Selected presentation and lecture slides will be available for downloading after class meetings. If you need technical assistance with your account, please see the staff at the Information Technology Centers at the Knight or Science Libraries.

Course Description: Popular culture permeates our society. In its relatively young intellectual course of academic study, popular culture has exponentially taken off as a vibrant area of study of social life, consumerism, capitalism, cultural formations, and resistance. In this course we will be examining American popular culture in the contemporary moment. Given the shortened span of summer session we are going to jump right in and engage in cultural critique, deconstruction, and analysis as we pick up the tools along the way. At the forefront this course is concerned with the ways that sexuality, gender, and race shape popular culture, and in turn the way that popular culture formations shape the politics of sex, gender, and race. Thus, we will be looking at these elements dialectically and intersectionally as we examine specific popular culture forms that currently occupy the public sphere.

Course Readings
• All required readings are available through our university course Blackboard site, you will find them under ‘Course Documents’ then ‘Course Readings’.

Course Requirements
• Attendance and participation is mandatory. Class lectures and discussion will be critical to your ability to grapple with the readings analytically, it is essential that you are in class, engaged, and ready to participate. Each of you is responsible for any material, announcements, assignments, and/or schedule changes made during class. If you miss a class, you will need to ask another student for notes and reflections about what was covered and transpired. Attendance will be taken, 3 absences (for any reason) will equal a whole grade reduction (2 absences equal .5 grade reduction). In cases of medical or family emergencies, I will allow attendance make-ups, but you need to speak to me first.
• Participation Grade. This syllabus provides the assigned readings required for each day. Your job as a student in this course is to come to class having read the assigned readings and to be ready to engage in a thoughtful discussion based upon your interpretations and thoughts based upon the readings. Thus, I will be keeping active record of your participation based upon an informed perspective from the readings. Questions or clarifications of confusing points from the readings will also count. (15% of grade)
• Group Facilitation. Beginning Wednesday July 22, one group will provide an interactive class discussion that engages in the topic assigned for the day. Groups are encouraged to utilize the readings in an applicable analytical fashion so that they lead an exercise/discussion that allows us to deconstruct the readings and better understand the
author’s arguments. Evaluation of this will be based on collective group effort, utilization and integration of the reading material, and the overall participation level of the class. Groups are strongly encouraged to utilize popular culture mediums to construct their discussion time, but remember the discussion must be analytical in nature – rather than merely descriptive in nature or allowing for unsubstantiated opinions. Thus questions will have to be crafted carefully to make sure discussions really work to deconstruct and untangle the way race, gender, sexuality, class, etc… are operating in whatever popular culture form we are discussing. (15% of grade)

- **Midterm Essay.** Due Tuesday July 5. Conceptual in nature, this exam will ask you to respond to short analytical questions that require the conceptual grasp of the course readings and materials. (35% of grade)
- **Final Essay-Exam. In class, Thursday July 14.** (35% of grade)

**Course Policies:**
1. All work for this course must be your own, produced exclusively for this class. See the Student Conduct Code for the definition and consequences of plagiarism. [http://studentlife.uoregon.edu/judicial/conduct/code.htm](http://studentlife.uoregon.edu/judicial/conduct/code.htm)

2. If you have special needs that could affect your performance in this class, please let me know during the first week of the quarter so that we can make appropriate arrangements.

3. Electronic Etiquette: I Pods, palm pilots, cell phones, etc… are not allowed in class. Laptop computers are only allowed for note-taking or other class-related purposes. If I find that laptops are being used for any other reasons (email, IMing, web surfing) I’ll ban laptops from the course, and students will need to speak to me individually if they have special needs or circumstances necessitating the use of a computer in class.

4. Email Etiquette: Email has become a space of casual conversation and conversational safety. Yet, please email me utilizing respect and formality that you would use in a conversation with any professor at the University of Oregon.

5. Also, be prepared for additional unannounced quizzes or other unscheduled assignments, or in-class writing.

**Course Schedule**
*Please note that I reserve the right to change the schedule as necessary. Any changes will be announced in class. You are responsible for being aware of any changes whether or not you attend class.*

**Week 1**
**Monday, June 20 – What is Popular Culture?**
Introductions, course expectations, ground rules.

**Tuesday, June 21 – Popular Culture Situated in Cultural Studies**
Wednesday, June 22 – Stereotypes and Challenging Stereotypes: Native American Constructions in Film

Thursday, June 23 – Latino/a Popular Culture, Resistance, and Community

Week 2
Monday, June 27 – Race, Sexuality, and Body Politics

Tuesday, June 28 – Women, Race, Sexuality, and Empowerment
- Imani Perry, "It's My Thang and I'll Swing It the Way That I Feel! Sexuality and Black Women Rappers," *Gender, Race and Class in Media*.
- Beverley Skeggs, “Two Minute Brother: Contestation through Gender, `Race' and Sexuality,” from *Innovation in Social Sciences Research*; 1993,

Wednesday, June 29 – Race, Gender, and Class in America’s Next Top Model

Thursday, June 30 – Queering Representations and Visibility in Television

Week 3
Monday, July 4 – No Class

Tuesday, July 5 – Race, Sexuality, and Queer Politics in Sports

Take-Home Midterm Essay Due

Wednesday, July 6 – Racialized Sexuality: Representations and Resistance
Thursday, July 7 – Cho’s Queer Politics

Week 4

Monday, July 11 – Tila Tequila and Bi-Sexual Politics
- Nicole Richter, “Ambiguous Bisexuality: The Case of a Shot at Love with Tila Tequila” from the Journal of Bisexuality, (March 2011)

Tuesday, July 12 – Queering Media Activism: Education and Politics through TV

Wednesday, July 13 – Homonormativity and the Modern Family

Thursday, July 14 – Final Essay Exam