Course Syllabus

**University of Wyoming**

**ENGL 4999-01**

**Senior Seminar in Cultural Sustainability**

**Course Pre-and-co-requisites:**

English 3000 and Senior Standing in English, or permission of the instructor.

**Course Description**

Why do we still watch *The Wizard of Oz* 80 years after it was made? Why do we still listen to the Beatles 52 years after they broke up? Some artists, narratives, and genres achieve *cultural sustainability*; that is, they still exist in Western culture – and we still care about them, and consume them – decades years after their creation or demise. In this class, we’ll draw from literary, rhetorical, and consumer culture studies to explain how this takes place. And we’ll also examine the marketing machinery and consumption trends that make such sustainability possible. Two large cases will anchor the class:  Oz (from the 1900 Ur-text by L. Frank Baum to the Broadway show *Wicked,*and beyond); and the Beatles (from their formation in the late 50s to their breakup in 1970, and beyond).

**Course Learning Outcomes**

1. Understand the complex relationship marketing and consumption that facilitates es a narrative's cultural sustainability.
2. Demonstrate this understanding through an examination of several narrative case-studies, using interdisciplinary modes of analysis.
3. In addition to these content-based learning outcomes, students will also demonstrate the learning outcomes for **Communication 3 Courses.**Com 3 courses emphasize using the discourse of a discipline or interdisciplinary field to communicate to academic or professional audiences through written, oral, and digital communication.  *Written communication*is the set of abilities required to compose, critically analyze, and present information through writing.  *Oral communication*is a set of abilities required to compose, critically analyze, present, and deliver information through oral interaction.  *Digital communication*is a set of abilities required to compose, critically analyze, and present information through electronic media. Com 3 student learning outcomes are:
   * Use the discourse of a discipline or interdisciplinary field to communicate that field’s subject matter to academic or professional audiences through written, oral, and digital communication.
   * Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
   * Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in a discipline, interdisciplinary field, or professional setting.
   * Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in a discipline or interdisciplinary field.
   * Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery and documentation expected in disciplinary, interdisciplinary, or professional contexts.
   * Deliver presentations in a confident and professional manner, consistent with the standards of the discipline or interdisciplinary field.
   * Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

**Required Texts:**

**Books**

Kent Drummond, Susan Aronstein, and Teri Rittenburg, *The Road to Wicked*

L. Frank Baum, *The Complete Oz*(on kindle)

Peter Brown and Steven Gaines, *The Love You Make* (2002 edition)

**Films**

*The Wizard of Oz*

*Oz The Great and Powerful*

*A Hard Day's Night*

*Across the Universe*

**Course Requirements and Assignments**

* **Having an Experience, Parts 1 and 2 (50 points each part).** Write about a powerful experience you’ve had while attending an arts event. **LOs 1,2.**
* **Album, Oral Delivery (100 points).**Prepare an oral presentation on the Beatles album fate has assigned you. **LOs 1,2,3.**
* **Album, Written Document (100 points).**Create a written document of the same Beatles album. **LOs 1,2,3.**
* **Group Discussion of a Beatles or Oz Film (100 points).**In a group setting, prepare material and lead class discussion on a Beatles- or Oz-related film.  **LOs 1,3.**
* **Gallery Walk Poster (200 points).**Design and produce a poster in which you investigate an artist or work that is still being consistently performed and consumed. You will stand by your poster during the Gallery Walk and engage consumers as they walk by. **LOs 1,3.**
* **Participation (100 points)**. Actively participate in class by making **two** substantive contributions each class period; attending class regularly (three unexcused absences allowed in the semester before your grade is docked 50 points for each additional absence); come to class having read and thought about the assignment(s); pay courteous attention to your classmates when they speak and respond to them respectfully, especially when you disagree; keep cell phone and laptop usage to a (relevant) minimum in class; do your best work on every assignment. **LO 3.**
* **Total Points available: 700.**

**IN ORDER TO PASS THIS CLASS, YOU MUST COMPLETE ALL REQUIRED ASSIGNMENTS.**

Final grades will be calculated according to these point ranges: A: 700-630; B: 629-560; C: 559-490.

**Course Policies**

**Attendance:**You have three absences to spend as you need them. Any further absences must qualify for a university-authorized absence (for the policy on university-excused absences, go to the Dean of Students' webpage).  Non-authorized absences exceeding your 3 will be penalized at 50 points a day.

**Late Assignments:** However, all late papers must be cleared with me at least 24 hrs. in advance. Non-extended late papers will be penalized at 10 pts. a day.

**Communication:**I will use email and announcements through WYOCOURSES for class updates, so please make sure your WYOCOURSE email account is the one you actually use (you can also set WYOCOURSES for text notifications if that works better for you). For communicating with me, email is great for quick questions that are not answered on the syllabus; it also works for making an appointment, letting me  know you are ill, and rescheduling a conference.  For anything more substantive, please come see me.

**Academic Dishonesty:**  I have a take-no-prisoners policy on academic dishonesty. According to UW Regulation 2-114. Academic dishonesty means *anything that represents someone else’s ideas as your own without attribution.*It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. *Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.*If you plagiarize (from a printed or internet source, a friend, or in any other way) ANY assignment or draft in this class I WILL FAIL you in this class. I WILL ALSO REPORT THE OFFENSE TO STUDENT LIFE. IT MAY EFFECT YOUR SCHOLARSHIPS AND IT WILL BECOME A PART OF YOUR PERMANENT RECORD. JUST DON’T DO IT. If you find yourself in a bind or panicked over a due date, PLEASE come see me rather than turn to the internet.

**Classroom Statement on Diversity:** The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

**Classroom Behavior Policy**

At all times, treat your presence in the classroom and your enrollment in this course as you would a job.  Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. You will be respectful towards you classmates and instructor.  Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere.  As the instructor, I have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs.

Electronic devices such as mobile phones should be set to silent and be used sparingly, with a purpose relevant to the class.  Laptops are allowed for note-taking purposes.

**Duty to Report:**

UW faculty are committed to supporting students and upholding the University’s non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university’s Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at [http://www.uwyo.edu/reportit (Links to an external site.)Links to an external site.](http://www.uwyo.edu/reportit)

You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

**Course Resources**

Your first resources are me (your instructor) and your fellow students. I encourage you to communicate with me regularly. I am here to help.  If you need to schedule a meeting with me outside of my posted office hours, please just let me know and I am confident we’ll be able to find a mutually agreed upon time.  Also remember that your classmates are your resources, too.  While ultimately you will be held accountable for the quality of your work, conversation, brainstorming, and collaborative work is welcome.

**STEP Tutor Center** is open Sunday-Thursday from 5-9pm and is located in Coe Library.  Sessions are drop in (no appointments) and are 30 minutes in length.  Please visit the STEP Tutor Schedule for days and times: [www.uwyo.edu/stepLinks to an external site.](http://www.uwyo.edu/step)

**eTutoring**  allows you to submit a draft of your paper to a tutor, ask for specific feedback, and receive a tutor's response within 24-48 hours.  More info on eTutoring is available here: bit.ly/UWetutoring

**UW Writing Center**in Coe 302 is able to help writers at any stage of the writing process.  With a focus on teaching and learning, the Writing Center is not a "fix-it" shop; instead they help writers identify, articulate, and implement possible solutions for struggles they face in their writing.  The Writing Center is generally open M-F, 9am to 4pm, and you can make an appointment by stopping in or calling 307-766-5250.

**Student Educational Opportunity**: Any student in this course who has a disability that may prevent her/him from fully demonstrating her/his ability should contact the course instructor as soon as possible so that the student and instructor can discuss accommodations necessary to ensure full participation. It is recommended that students with disabilities also contact the University Disability Support Services (UDSS) at [http://www.uwyo.edu/udss.](http://www.uwyo.edu/uds)

**Schedule of Readings and Activities**

(Wicked = *The Road to Wicked*   Love = *The Love You Make)*

**Date**                **Reading**

T 1/18 Introductions and Orientation

Th 1/20 Having an Experience

T 1/25 Wicked: Ch. 1 “We’re Off To See The Wizard”

Th 1/27 Love: Ch. 1 & 2

T 2/1 Wicked: Ch. 2 “The Wonderful Wizard of Marketing,” 33-45

Th 2/3 Love: Ch. 3

T   2/8 Wicked: Ch. 2, 45-69

Th 2/10 Love: Ch. 4 & 5

T   2/15 Wicked: Ch. 3 “Extending the Yellow Brick Road”

Th 2/17          Love: Ch. 6 & 7

T   9/22 Wicked: Ch. 4 “Of Living Rooms and Libraries”

Th 9/24 Love: Ch. 8 & 9

T   3/1 Wicked: Ch. 5 “Expanding the Map”

Th 3/3 Love: Ch. 10 & 11

T   3/8 Wicked: Ch. 6 “Telling and Selling”

Th 3/10 Love: Ch. 12

T 3/15 Spring Break (No Class)

Th 3/17 Spring Break (No Class)

T   3/22 Wicked: Ch. 7 “My Entire Body Was Shaking”

Th 3/24 Love: Ch. 13

T   3/29 Wicked: Ch. 8 “The Audience Unites in One Big ‘Yes!’”

Th 3/31 Love: Ch. 14 & 15

T   4/5 Wicked: Ch. 9 “Pulling Back the Curtain”

Th 4/7 Love: Ch. 16 & 17

T   4/12 Wicked: Ch. 10 “Whither Oz?”

Th 4/14 Love: Ch. 18 & 19

T   4/19 Wicked: Ch. 11 “At the Gates of the Emerald City”

Th 4/21 Love: Ch. 20 & 21

T   4/26 Movie Discussions (in Groups)

Th 4/28    Movie Discussions (in Groups)

T   5/3 Prepare for the Gallery Walk

Th 5/5  Prepare for the Gallery Walk

Fri 5/6         **Gallery Walk! Noon hour. Rooms in Hoyt Hall TBA**

With support from the English department, we will welcome visitors into two rooms in Hoyt Hall for a Gallery Walk of your posters – each one dedicated to an author, artist, or work of art you feel has achieved cultural sustainability. This is a public-facing humanities event. Your job will be to engage visitors as they walk by, explaining how your research helps explain your subject’s longevity.

*Note: Readings and assignments are due on the date they appear on the syllabus. Dates may change if it seems best for the class, but I promise not to move UP a due date or add a major assignment.*