

		Lessons, Reading, and Topics	Activity Descriptions
Mon. Day 1	Morning	<p>Introduction to course and one another. Why did you sign up for this course (i.e. what interests you about popular culture?)</p> <p>Discuss syllabus and calendar; Review CTY Honor Code; Establish class contract.</p> <p>Read and discuss John Storey's "What is Popular Culture?" (handout) and model critical reading.</p>	<p>Exercise: freewriting. Write down one popular cultural object that means something to you. Why is this object meaningful to you? You can talk about a film you've seen or book you've read, if you like. Then we'll share these with each other. Also fill out interests/student information sheets.</p>
	Afternoon	What skills do you bring to this course?	Pre-assessment
	Evening 8:00	<p>Basic writing skills exercises: thesis statements, topic sentences, paragraphing</p> <p>Where are students at with this material?</p>	<p>Short writing assignment: which one of Storey's definitions of popular culture do you think most accurately defines popular culture? Using evidence from his essay, write a brief (1 page) argumentative essay that utilizes the writing skills we discussed in the first half of today's evening class.</p>

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Tues. Day 2	Morning	<p>Introduction to semiotics. Read excerpts from <i>Introducing Barthes</i> (handout).</p> <p>If we have extra time today at any point discuss MLA citation.</p>	<p>Break into groups and analyze one of the photos on pages 22-28 (SOL). Groups will give short presentations.</p>
	Afternoon	<p>Read pages 5-40 <i>Maus I</i></p> <p>Skills: summary & analysis</p> <p>Read "Symbol of the Century" (handout)</p>	<p>Freewriting assignment (pick one): (a) How can what we learned in <i>Introducing Barthes</i> begin to help us read <i>Maus I</i>? or (b) begin to write about the use of symbolism in <i>Maus</i>, drawing on Barthes.</p> <p>Comics exercise.</p>

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	Evening	Writing Assignment: <i>Maus I</i>	Using the semiotic skills you have learned today, write a well-organized essay on a page of <i>Maus</i> . You can—and should if possible—cite the materials you have read for today. A strong essay will consider multiple factors, such as use of graphics and text; how graphics and text work together to communicate ideas; symbolism; the message that Spiegelman is trying to communicate; and layout (this list isn't comprehensive). If you would like to make this assignment more challenging, you can analyze two pages.

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Wed. Day 3	Morning	Discussion: <i>Maus I</i> Writing: Essay One	Magazine exercise.
	Afternoon	Screening: <i>Killing Us Softly</i> Read Gloria Steinem's "Sex, Lies, and Advertising" (183 SOL), and discuss.	Freewriting: response to today's materials (prompt TBA)
	Evening	Writing: Essay One : Ad Analysis. Discuss Steinem and <i>Killing Us Softly</i>	Look at sample papers (51-58 SOL & handout)

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Thurs Day 4	Morning	Writing: Essay One, cont'd Peer review	Split into groups and get feedback
	Afternoon	Screening and discussion: <i>Tough Guise</i> Go over MLA guidelines. Revise essays	
	Evening	Workshop essays	

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Fri. Day 5	Morning	Writing: final revisions, Essay One Lecture: "Atomic Age" ('54-'64) advertising	Turn in Essay One Look at sample ads; group work: what is different about advertising in the "Atomic Age?"
	Afternoon	Library trip	Look at advertisements from the Atomic Age; photocopy ads you'd like to work with; learn how to use microfilm

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Sun.	Evening	Writing Assignment: "Atomic Age" ad analysis	Write a well-organized one-page analysis of an ad from the "Atomic Age," drawing on material that we've learned so far, including this morning's lecture. Follow MLA citation guidelines.

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Mon. Day 6	Morning	Workshop: two examples of Essay One, one <i>Maus I</i> essay, and one "Atomic Age" essay Revise either <i>Maus I</i> or "Atomic Age" essay	
	Afternoon	Peer review: <i>Maus I</i> or "Atomic Age" essay Revise essays; product is Essay Two!	Turn in Essay Two.
	Evening	Read: David Denby's "High School Confidential: Notes on Teen Movies" (343 SOL) Screening: <i>Mean Girls</i>	As you watch the film, take diligent notes; we will not be able to watch the film during class time again. Your notes should concentrate on elements of the film that either work with or against Denby's article.

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Tues. Day 7	Morning	Discussion: <i>Mean Girls</i> Read Linda Seger's "Creating the Myth" (317 SOL)	Freewriting: brainstorm for paper on <i>Mean Girls</i>
	Afternoon	Discussion: Ethics & <i>Napoleon Dynamite</i> Screening: <i>Napoleon Dynamite</i>	Freewriting As you watch the film, take diligent notes; we will not be able to watch the film during class time again. Ideally, your notes should concentrate both on points related to Denby's article and on points related to our discussion of ethics.
	Evening	Discussion: <i>Napoleon Dynamite</i> Writing: Essay Three: teen movie analysis	Using the texts we have read in this unit on film (and earlier, if you think other texts will help you), write an analysis of either <i>Mean Girls</i> or <i>Napoleon Dynamite</i> .

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Wed. Day 8	Morning	Workshop: teen movie analysis Writing: Essay Three, cont'd	We will look at four essays and give the authors suggestions for where they might head with this essay. If you finish early, Casey and I will look at your essays.
	Afternoon	Writing: Essay Three, cont'd	If we have time, we will begin workshopping one or more of the essays we workshopped earlier; by the end of the day, we hopefully will have workshopped all four again. People who finish early can begin peer review or get feedback from Casey and me.
	Evening	Writing: Essay Three, cont'd	Casey & I will look at your essays this afternoon and give you feedback.

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Thurs Day 9	Morning	Writing: Essay Three, cont'd Workshop: Essay Three	Turn in Essay Three The authors whom we workshopped yesterday will read their final drafts and briefly explain their revision process.
	Afternoon	Discussion: Introduce the field of Material Culture Studies; discuss objects & collecting	What objects matter to each of us, and why? If students have significant objects with them at CTY, they can bring them to class.
	Evening	Freewrite Read Roland Barthes' "Toys" and Doris Lessing's "The Death of a Chair" Freewrite	List childhood toys Analyze childhood toys using Barthes

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Fri. Day 10	Morning	Read Jules Prown's "The Truth of Material Culture: History or Fiction?" (handouts)	In groups, outline Prown's method for studying material culture artifacts (i.e. objects).
	Afternoon	Library: Type essays in computer lab & type (anonymous) mid-term evaluation	

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Sun.	Evening	Object Analysis	Using Prown, read one object as a class, and other objects in groups. Draw conclusions about the culture that produces these products, as well as about their target audience.

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Mon. Day 11	Morning	Object Analysis, cont'd Watch small segment of <i>The Price is Right</i>	When groups finish their analyses, they move onto other objects until each group is done.
	Afternoon	Continue group object analysis Read David Guterson's "Enclosed. Encyclopedic. Endured. One Week at the Mall of America" and discuss article	Concentrate on reading this article in relation to the material we've read in this unit and discuss differences and similarities between Farmer's Market vs. malls as public places and sites of consumerism
	Evening	Read Barthes' "Wine and Milk" and "Chopsticks" Screening: <i>Project Runway</i>	Season 1, Episode 1: "Innovation"

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Tues. Day 12	Morning	Readings from yesterday, cont'd; Read foodways article(s) (TBA) Handout Material Culture analysis prompts Prepare students for Farmer's Market field trip	
	Afternoon	Field trip: Farmer's Market	
	Evening	Screening: <i>Project Runway</i>	Season 1, Episode 4: "Sarah Hudson"

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Wed. Day 13	Morning	Read "Voting Democracy off the Island: Reality TV and the Republican Ethos" (222 SOL) and James Harold's "A Moral Never-Never Land: Identifying with Tony Soprano" (241 SOL)	Analyze <i>Project Runway</i> , using—as a lens—one or several of the readings we have done on reality television. This essay will be written as a team, and your product will be the material you will use in a debate on the ethics of reality television, using <i>Project Runway</i> as a model.
	Afternoon	Debate preparation	
	Evening	Debate preparation Workshop: Material Culture Essay	

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Thurs Day 14	Morning	Debate preparation	Teams will finalize their statements and do a mock run with Casey. Cydney and the designer will continue making the garments.
	Afternoon	Library Finish construction garments.	Revise and type Essay Four; if you finish, type transcript for debate. Students not in the library will assist the designer in finishing the garments for the debate.
	Evening	Activity: Debate	There will be a celebrity judge panel.

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Fri. Day 15	Morning	Writing: Post-assessment Activity: Celebrity (game) Class wrap-up & course evaluations	Is it important to study popular culture? Why or why not?