

IDH 2930  
(Un)common Reads: Fantasies of  
Power in Pop Culture  
Fall 2020  
One Credit  
W: 11:45-12:35

**INSTRUCTOR:** Dr. Angela Walther

**CAMPUS OFFICE:** Turlington 2215M

**VIRTUAL OFFICE HOURS:** Wednesdays 1:30-3:30 pm via Zoom and by appointment

**BOOK TITLE:** *The Rise of Enlightened Sexism: How Pop Culture Took Us from Girl Power to Girls Gone Wild*

**AUTHOR:** Susan J. Douglas

### Course Description:

The book *The Rise of Enlightened Sexism*, written by Susan J. Douglass, analyzes the cultural history of women's role in popular media. She ultimately argues that women receive reassuring fantasies of power that render feminism irrelevant, making reviving sexist stereotypes fun, permissible, and even empowering. Through reading his book, which was published exactly 10 years ago, we will examine how Douglas's assertions relate to our own cultural moment. Using theories in feminism, cultural studies, and critical race theory, we will interpret and decipher current fantasies of power and the contradictions they represent.

### Requirements:

- Douglas, Susan J. *The rise of enlightened sexism: How pop culture took us from girl power to girls gone wild*. Macmillan, 2010.
- A subscription or access to Netflix.

### Student Assignments & Expectations:

Each week students will complete an assigned section of reading. Students will keep a reflection journal and add an entry each week (250-300 words) that they will be prepared to share and discuss in class. Students will submit their entries to Canvas at least 12 hours before class. Prompts for the entries will shift a bit each week but they will mainly help students think through their ideas and reactions to the course material, their place within the global food system, their relationships with food, and their access to and ideas about food.

In addition to the weekly reflection journal students keep, students will work in groups to extend Douglas' cultural critique into our current media environment. In groups, students will select one piece of media—either shows, movies, or a social media platform—that they want to investigate. Individually, students will watch or explore this media throughout the semester. Finally, in their groups, students will analyze their collection using Douglas' approach as well as class discussions to write an 8-page "chapter" extending Douglas' analysis. At the end of the course students will share their group projects in a short presentation. Students will also be responsible for completing Group Evaluation activities to show progress on their projects throughout the semester.

## Grades:

Journal Entries (10 x 20 pts.) =	200 pts.
Cultural Analysis Paper (150 pts.) =	100 pts.
Group Work Evaluations (2x25 pts.) =	50 pts.
Group Presentations (50pts.) =	50 pts.
<b>Total Points =</b>	<b>400 pts.</b>

## Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

## Assessment Rubric

I will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. More specific rubrics and guidelines applicable to individual assignments are available on our Canvas course.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

## Course Schedule

Week	Reading	Assignments to Discuss
9/2	No Reading	Intro to Class and Classmates
9/9	Introduction	Journal Entry #1 Due 9/8 by noon
9/16	Chapter One	Journal Entry #2 Due 9/15 by noon
9/23	Chapter Two	Journal Entry #3 Due 9/22 by noon Group Evaluation Activity #1

9/30	Chapter Three	Journal Entry #4 Due 9/29 by noon
10/7	Chapter Four	Journal Entry #5 Due 10/6 by noon.
10/14	Chapter Five	Journal Entry #6 Due 10/13 by noon
10/21	Chapter Six	Journal Entry #7 Due 10/20 by noon Group Evaluation Activity #2
10/28	Chapter Seven	Journal Entry #8 Due 10/27 by noon
11/4	Chapter Eight	Journal Entry #9 Due 11/3 by noon
11/11	<b>Veteran's Day No Class</b>	N/A
11/18	Chapter Nine	Journal Entry #10 Due 11/17 by noon
11/25	<b>Thanksgiving/National Day of Mourning Break No Class</b>	N/A
12/2	Chapter 10 & Epilogue	1 Group Presentation
12/9	No Reading	3 Group Presentations

## Course Policies

### Conduct in a Virtual Classroom

When attending class via Zoom, there are a few guidelines I expect you to follow.

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Do not use the chat feature in Zoom to distract other students with conversations not associated with course content. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, just let me know via the chat feature. For example, if you have to share a room with family, let me know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class? Would you bring that pile of dirty clothes to class? You can also use a virtual background if you'd like more privacy in your environment.
- Zoom requirements: During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.

### Zoom Recordings & Privacy Statement

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## Attendance & Acceptable Reasons for Missing Class and Submitting Late Work

The university policies on absences can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Because we will be meeting on Zoom during our scheduled class time, I will take attendance each day at our scheduled time by logging those who are logged in on time. If you login more than 2 minutes late, you will receive a tardee; if I call upon you to participate in class and I receive no answer, then you will receive a tardee. Two tardees = 1 absence.

Due to the pandemic, missing class or work due to illness will be handled on a case-by-case basis and I will not require documentation of an illness. If you are feeling sick or unwell, but unable to go to the doctor, please reach out to me for class recordings and to schedule make-up work. You can do this 3 times. However, if you require more than three absences due to illness, then I ask that you reach out to the Dean of Students Office (<http://umatter.ufl.edu>) as soon as you can to make them aware of your situation. If you miss more than three class/assignments without DSO support, then these will count against your grade and you will not be able to make up the work you miss.

Every activity and due date is provided at the beginning of the semester. For university-sponsored events covered in the UF attendance policy and religious holidays, please plan accordingly. When possible, plan to turn the work in before the deadline, but if exceptional circumstances occur and you must submit work past the due date/time, contact me as soon as possible to work out an acceptable deadline. Again, making up missed work will be handled on a case-by-case basis; of course, all documented illnesses or emergencies will be excused.

Because we will be working from home, let me know if you are experiencing difficulties participating due to broadband/internet issues. I ask that students who are experiencing repeated issues with attending class or getting eliminated from the class due to internet issues contact the UF Help Desk 352-392-HELP. Otherwise, failure of technology is not an excuse. If you experience issues connecting to Zoom or submitting assignments on Canvas, please take screenshots to submit as soon as possible.

## Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

**Important Tip:** You should never copy and paste something from the Internet without providing the exact location from which it came.

### Working With Others

Participation with classmates is a crucial part of success in this class. Students will be expected to participate in small group discussions and complete group work throughout the semester.

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own.

### Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

### Mode of Submission

Your final group paper will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Weekly discussion posts will be submitted on our Canvas site in the text box.

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students in a virtual format. Free appointments can be made up to twice a week. See <https://writing.ufl.edu/writing-studio/> to learn more about online tutoring.

### Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Reid Hall. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation. Visit <https://drc.dso.ufl.edu/> for more information.

### Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261