



Development of Film & Media

RTF 308 // Fall 2020 // Online

Instructor

Kathy Cacace (she/her)
Email: kathy.cacace@utexas.edu
Drop-in hours: 11-1 on Fridays via Zoom
Online chat: Feel free to chat me using Google Hangouts, accessible through any Gmail account. Just add my email (kathy.cacace@utexas.edu) to chat. I'm online frequently!

Teaching Assistants (TAs)

Ash Kinney D'Harcourt (they/them)
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Laura Brown (she/her)
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Katrina Margolis (she/her)
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Drop-in hours: 10-11am on Tue.

Course Description

This course examines the historical development of media industries: film, radio, television, and the road to digital. Through our lectures, screenings, reading, and assignments, we will investigate the historical contexts--cultural, industrial, and technological--in which media have been produced in the United States. While our focus is on American history, we will endeavor to compare and contrast globally whenever possible.

Learning Objectives

- Understand major milestones in film and media development in the United States
- Connect Hollywood history to current industry practices and products
- Learn to navigate library resources for media studies research
- Identify resource types and assess their themes, relevance, and rigor
- Write effectively in different modes about history
- Explore the diversity of film and media makers across American history
- Experience the vibrant and varied media past by watching and listening
- Provide students who want to enter the media industries with a common knowledge base to speak about their field with authority

Assignments at a Glance

15% - Exam 1 due Sept. 28
 15% - Exam 2 due Oct. 26
 15% - Exam 3 due Dec. 7
 10% - Scholarly Source Hunt due Sept. 20
 10% - Industry History Hunt due Oct. 18
 20% - Final project due Nov. 29
 15% - Weekly discussion posts

What's on Canvas?

- Weekly modules with screenings, recorded lectures, reading, and clips
- A vlog from Kathy about the upcoming week, posted each Monday
- The discussion board for your section (check your registration for your section number!)
- Grades and feedback from your TA
- Study guides for each exam
- Video explainers for all your assignments



Assignments



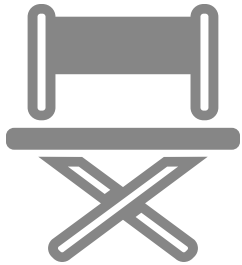
Weekly discussion posts

Each Monday morning, your TA will post a discussion prompt or question for your section. You'll have until Sunday at 11:59pm to post a substantive response, either to the original prompt or to one of your classmates. You do not have to write your response. You can (and I encourage you to!) record a vlog, post an audio note, create a film, make art, or use any medium you like. Posts will be graded credit/no credit and you may skip **two** without penalty.



Scholarly Source Hunt & Industry History Hunt

These short assignments will build your historical research skills. For the Scholarly Source Hunt, you'll use lib.utexas.edu to find, evaluate, and download scholarly articles about a media history topic of your choice. For the Industry History Hunt, you'll read and reflect on an issue of a historical entertainment magazine. More specific requirements, grading rubrics, and other important info will be posted in a video on each assignment's page on Canvas.



Final project: annotated bibliography or star profile

Your final project will apply your new historical research skills. More specific requirements will be posted in a video on the assignment page on Canvas.

Option A: Annotated Bibliography: Great if you prefer straightforward research project. This will involve finding, reading, and evaluating a number of historical and scholarly sources about a media topic of your choice.

Option B: Star Profile: A more creative option. You will research a media history figure of your choice and compose creative writing in the form of a journalistic profile of that figure as though you had really interviewed them. You may alternatively produce and record a "television" or "radio" interview segment.



Exams

Exams will be posted on Friday evenings at 5:00pm and will be due by 11:59pm on the following Monday. You will have one hour to complete the exam once you begin. Each exam will be open book/open note. Exams will be made up of short questions (including multiple-choice, fill in the blank, matching, and true/false) and 1-2 short essays. The exams will not be cumulative, meaning they will only test the most recent unit. I will provide a study guide for each exam, and I welcome you to study collaboratively.

Grade Scale

A	= 94 to 100%
A-	= 90 to 93%
B+	= 87 to 89%
B	= 83 to 86%
B-	= 80 to 82%
C+	= 77 to 79%
C	= 73 to 76%
C-	= 70 to 72%
D	= 60 to 69%
F	= 0 to 59%

Rounding policy: Borderline final grades will be rounded up if the tenths place is a 5 or above.
Example: A 93.5 would be rounded up to an A, but a 93.4 would remain an A-.



Can I turn in late work? Yes, we'll accept late assignments without penalty up to 5 days after the due date. However, **discussion posts and exams can't be turned in late**, so be mindful of those deadlines. Remember, you can skip up to **two** discussion posts for free!

Aaaaaaaaargh! If you're struggling with deadlines, COVID-related setbacks, stress, mental health, or any other personal circumstances making it hard to do your work, please come talk to your TA or instructor. We can make a plan for your success!



Course Ethics

Student identity

You have the right to be called by your preferred name and pronouns. We will distribute a survey during the first week of class where you can note those choices. If any of this information changes throughout the semester, please feel free to send me and/or your TA an email and we will happily adjust.

Content advisory

If you ever need to check out of a lecture or screening to protect your mental or emotional health, you may always do so without penalty. The material you miss may appear on exams, so catch up with a classmate, your TA, or me during drop-in hours to get the relevant information.

Accessibility

It is my goal to make our online class as accessible as possible. I want to acknowledge that I am still learning about what digital accessibility looks like, so I may make adjustments to our course materials as the semester progresses. If there are ways that I can modify the class to accommodate your disability, I welcome and appreciate suggested changes.

Support for student parents/caregivers

Students occupy lots of different roles. If you are a parent or other family caregiver, please know that we are happy to work with your unique scheduling needs--just contact me and/or your TA and we can make a plan for your success in this course.

Community

I look forward to building a warm learning community with you this semester. I ask that we approach each other respectfully and in good faith, celebrate the expertise diverse life experiences bring to our course, and meet the challenges of learning with energy and curiosity. In practical terms, this means keeping up with our class and treating each other with kindness. It also means I will protect our learning environment from cruelty or disruption; I'll ask anyone exhibiting these behaviors on our discussion boards to cease posting and meet with an advisor/counselor on their own time.

Tips for Learning in a Pandemic

(besides washing your hands)

Communication is harder now, but it's more important than ever. Please check your Canvas messages and course announcements regularly. Message or email me or your TA if you need anything. Every problem has a solution--but we can't solve what we don't know is happening. Keep the lines of communication flowing!

Stick with the suggested schedule as best you can. Moving through the course at the pace I've set will keep your work from growing into a teetering pile of terror at the end of the semester.

Let us know about access issues. If your internet is unreliable or you don't have regular access to a computer, please let us know. There are resources available for you!

Your fellow students still exist! You might not be working side by side in the lecture hall, but consider reaching out to each other through our discussion boards or via Canvas message to collaborate, study, and for general camaraderie.

People first, students second. This remains a stressful time. Additionally, the pandemic has exacerbated folks' existing challenges--whether they be financial, health-related, emotional, etc. Please know that we care about you as people first, students second. Reach out (judgement-free!) if you are struggling to find food, housing, or to meet any of your other needs.

UT Learning Policies

Services for Students with Disabilities

Upon request, The University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Students with physical or learning disabilities should provide the professor with a letter requesting reasonable academic accommodation, and work directly with the professor to determine what accommodations are needed. This letter can be obtained from Services for Students with Disabilities, located in the Student Services Building. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY, or visit their website.

Writing Assistance

- The Moody College Writing Support Program offers assistance without charge to students seeking to improve their writing in all fields of communication. Students may book appointments at: sites.utexas.edu/moodywriting/
- The University Writing Center is located in the PCL and offers one-on-one consultations with UT students on any piece of writing. The consultants are well-trained, and the cost of the service is covered in your tuition. You can make an appointment through their website: uwc.utexas.edu

Religious Holidays

Religious holy days sometimes conflict with class and exams. If you miss work due to the observance of a religious holy day you'll be given an opportunity to complete it within a reasonable time. It is the policy of the University of Texas at Austin that you must notify your instructor of a holy day absence at least fourteen days in advance.

UT Honor Code

The core values of UT are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.



A note about drop-in hours

Drop-in hours are a set time each week when I am available to talk to anyone who wants to pop into the Zoom call, for any reason. Some professors call this holding "office hours." My drop-in hours are every **Friday @ 11am-1pm** and you can drop in any time during that window. If Friday doesn't work, you can email me to set up another time. **Your TA also holds drop-in hours**, and I recommend you talk to them first if you have specific questions about grades (because they know your work the best!). I **love** having drop-in visitors. Here are some reasons why people have visited me in the past:

- To ask questions about course content
- To talk about assignments or study strategies
- To make suggestions about the course
- To eat lunch or have coffee
- To ask for recommendation letters
- To tell me which films, shows, music, and other media they're stoked about
- To get feedback on creative projects
- To get to know me or my research
- To chat about college, internships and jobs, or grad school

A few more UT things

Email policy

All students should become familiar with the University's official email student notification policy. It is the student's responsibility to keep the University informed as to changes in their email address. Students are expected to check email frequently and regularly in order to stay current with University communications, recognizing that some may be time-critical. It is recommended that email be checked daily, but at a minimum, twice per week. In this course, email and Canvas will be used as means of communication with students. You will be responsible for checking your email regularly for announcements.

Scholastic dishonesty

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a text, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior written permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Emergency procedures (emergency.utexas.edu)

The following recommendations regarding emergency evacuation come from the Office of Campus Safety and Security:

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- The Office of Campus Safety and Security is available at 512-471-5767.

Important numbers

UT Behavior Concerns Advice Line: 512-232-5050

UT Mental Health Crisis Line: 512-471-2255

SURE Walk: 512-232-9255

National Sexual Assault Hotline: 1-800-656-4673

National Suicide Prevention Hotline: 1-800-273-8255

Trans Lifeline: 877-565-8860



Frequently Asked Questions

Q. What should I call you?

A. Please call me Kathy!

Q. How do you pronounce your last name?

A. It's kuh-KAYS.

Q. ...how important is all this reading?

A. It's important. I don't always teach directly to it, but it will appear on tests and it'll help you understand our lectures. I *fully* recognize that some of it might be long, use words or concepts you've never heard before, or seem like it's taken out of context. Just give it your best effort. The key to our course reading is just to be able to answer the question: **What is this author's main idea?**

Q. How should I study for RTF 308 exams?

A. Before each exam, I'll put out a study guide with key concepts and big ideas you need to know. Additionally, I hold an extra drop-in session (often featuring special Zoom guest star Popeye, my dog) a few days before the test for questions. Please feel free to work in groups to study! Of course, all exams must be completed solo.

Q. Do I have to buy anything for this class?

A. Nope! Your reading is all on Canvas or available online through the library. All screenings will be delivered to you digitally, for free. All lectures and additional clips will be provided via YouTube link.

Semester Schedule

While our course is all-digital this semester, the University of Texas at Austin still stands on Indigenous land. As we gather virtually to learn throughout the upcoming weeks, please reflect for a moment each time you enter our "classroom" on the following land acknowledgement:

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

1
Aug. 26
to
Aug. 30
Unit 1

Weekly Screening: *Chan Is Missing* (d. Wayne Wang, 1982)

Wednesday (8/26): ...what IS this class??

Watch: Kathy's lecture

Read: "Silent film of Black couple's kiss discovered, added to National Film Registry"

Read: The syllabus + familiarize yourself with our Canvas page

Friday (8/28): Early Moving Images

Watch: Kathy's lecture

Read: Chapter 1 of *River of Shadows* by Rebecca Solnit

Turn in via Canvas by 11:59pm on Sunday, Aug. 30:

Complete your Student Questionnaire and your first discussion board post



2
Aug. 31
to
Sep. 6
Unit 1

Weekly Screening: *Be Natural: The Untold Story of Alice Guy-Blache* (d. Pamela Green, 2019)

Monday (8/31): A Tale of Two Companies, Pt. 1

Watch: Kathy's lecture

Watch: *A Trip to the Moon* (d. Georges Melies, 1902)

Read: "Cinema of Attractions" by Tom Gunning

Wednesday (9/2): A Tale of Two Companies, Pt. 2

Watch: Kathy's lecture

Watch: *The Great Train Robbery* (d. Edwin S. Porter, 1903)

Read: "Early Cinema" by Roberta Pearson

Friday (9/4): Early Moviegoing

Watch: Kathy's lecture

Read: "Let's Go In to a Picture Show" by Kathy Fuller-Seeley

Turn in via Canvas by 11:59pm on Sunday, Sep. 6:

Discussion board post

3

**Sep. 7
to
Sep. 13**
Unit 1

Weekly Screening: *Within Our Gates* (d. Oscar Micheaux, 1920)

Monday (9/7): LABOR DAY. No content...time for some self care!

Wednesday (9/9): Transitional Cinema

Watch: Kathy's lecture

Watch: *Laughing Gas* (d. Edwin Porter, 1907); *The Lonedale Operator* (d. D.W. Griffith, 1911); *Suspense* (d. Lois Weber, 1913); *Daisy Doodad's Dial* (d. Florence Turner, 1914)

Read: "Transitional Cinema" by Roberta Pearson

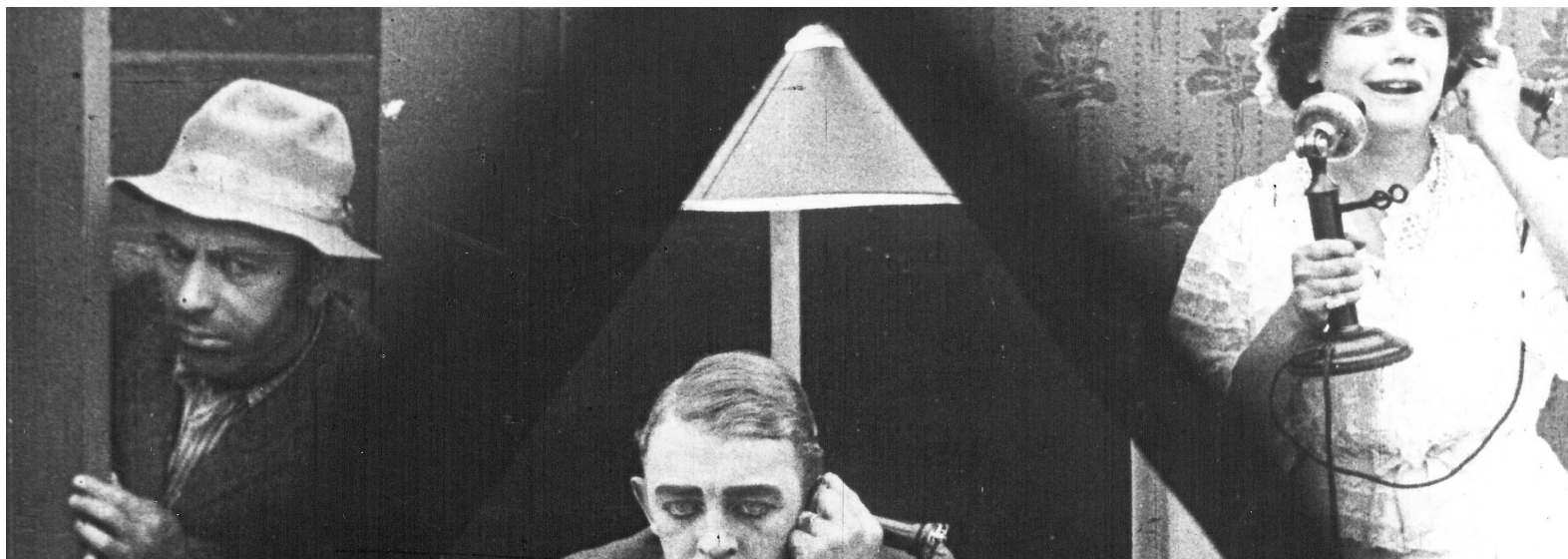
Friday (9/11): "The Picture is a Quivering Tongue of Fire": Contextualizing Oscar Micheaux

Watch: Kathy's lecture

Read: "Me and Oscar Micheaux: An Interview with LeRoy Collins" by Patrick McGillan

Turn in via Canvas by 11:59pm on Sunday, Sep. 13:

Discussion board post



4

**Sep. 14
to
Sep. 20**
Unit 1

Weekly Screening: *It* (d. Clarence G. Badger, 1927)

Monday (9/14): Making Hollywood

Watch: Kathy's lecture

Watch: Beginning to 12:45 of *Lost LA: The Dream Factory* (scroll down page to find video)

Read: Introduction & Chapter 1 of *The Genius of the System*, by Thomas Schatz

Wednesday (9/16): Stars, Pt. 1

Watch: Kathy's lecture

Read: "Confessions of Theda Bara," by Agnes Smith

Friday (9/18): Stars, Pt. 2 - Resisting the System

Watch: Kathy's lecture

Watch: Short clips from *Princess Tam Tam* and *Picadilly*

Read: "Anna May Wong fans her time machine" and following poems by Sally Wen Mao

Turn in via Canvas by 11:59pm on Sunday, Sep. 20:

Scholarly Source Hunt and discussion board post

5
Sep. 21
to
Sep. 27
Unit 1

Weekly Screening: *Night Nurse* (d. William Wellman, 1931)

Monday (9/21): Sound

Watch: Kathy's lecture

Watch: Vitaphone demonstration film, parts 1 & 2

Read: "Sound" by Douglas Gomery

Wednesday (9/23): Pre-code Film

Watch: Kathy's lecture

Read: Excerpt of "Chapter 5: Vice Rewarded" from *Pre-Code Hollywood* by Thomas Patrick Doherty

Friday (9/25): The Production Code

Watch: Kathy's lecture

Watch: "How the Catholic Church Censored Hollywood's Golden Age"

Read: The Production Code of 1930

Turn in via Canvas by 11:59pm on Sunday, Sep. 27:

Discussion board post & remember that Exam 1 goes live on Friday at 5pm!



6
Sep. 28
to
Oct. 4
Unit 2

Weekly Screening: *The Great Dictator* (d. Charlie Chaplin, 1940)

Monday (9/28): EXAM ONE DUE by 11:59pm

No course content today! Exam 1 will cover everything we learned in Unit 1 (week 1 through week 5). You'll have one hour to complete the exam once you begin.

Wednesday (9/30): Origins of Radio

Watch: Kathy's lecture

Read: Introduction to *Sounds of Belonging* by Dolores Ines Casillas

Friday (10/2): Political Media, 1920s to 1940s

Watch: Kathy's lecture

Listen: Edward R. Murrow reports the blitz; a few minutes of the FDR fireside chat of your choice

Read: Chapter 7 of *Listening In* by Susan Douglas (just skim the first 15 pages, focus on the rest)

Turn in via Canvas by 11:59pm on Sunday, Oct. 4:

Discussion board post

7

**Oct. 5
to
Oct. 11
Unit 2**

Weekly Screening: "Twelve Angry Men," *Westinghouse Studio One* and "Betty, Girl Engineer," *Father Knows Best*

Monday (10/5): Radio Programs & Audiences

Watch: Kathy's Lecture

Listen: *War of the Worlds* (at least from beginning to 18:00)

Read: "The Myth of the War of the Worlds Panic" by Jefferson Pooley & Michael J. Socolow

Wednesday (10/7): Women in Radio

Watch: Kathy's lecture

Listen: "Episode 1385," *The Goldbergs*

Read: "Goldberg Variations" by Donald Weber

Friday (10/9): Television Comes Home

Watch: Kathy's lecture

Read: "Learning to Live with Television" by Kathy Fuller-Seeley

Turn in via Canvas by 11:59pm on Sunday, Oct. 11:
Discussion board post



8

**Oct. 12
to
Oct. 18
Unit 2**

Weekly Screening: *Cleo from 5 to 7* (d. Agnes Varda, 1962)

Monday (10/12): Film Stars & Quiz Shows on Early TV

Watch: Kathy's Lecture

Read: "Herb Stempel, Whistleblower in 1950s Quiz Show Scandals, Dies at 93"

Wednesday (10/14): Film Fights Back

Watch: Kathy's lecture

Watch: "Smell-o-vision and other glorious gimmicks"

Read: "Forgotten Audiences in the Passion Pits" by Mary Morley Cohen

Friday (10/16): Arthouse Cinema

Watch: Kathy's lecture

Watch: *Meshes of the Afternoon* (d. Maya Deren, 1943)

Read: "A Thinly Disguised Art Veneer" by Barbara Wilinsky

Turn in via Canvas by 11:59pm on Sunday, Oct. 18:
Industry History Hunt and discussion board post

9

**Oct. 19
to
Oct. 25**
Unit 2

Weekly Screening: "The Invaders," *The Twilight Zone* and "A Journey to Babel," *Star Trek*

Monday (10/19): The Vast Wasteland

Watch: Kathy's Lecture

Read: "Television in the Public Interest," a speech by Newton Minow

Wednesday (10/21): 1960s TV and Social Change, Pt. 1

Watch: Kathy's lecture

Watch: Interview with Nichelle Nichols and The Beatles on *The Ed Sullivan Show*

Read: Excerpt from "Star Trek in the 1960s" by Daniel Bernardi

Friday (10/23): 1960s TV and Social Change, Pt. 2

Watch: Kathy's lecture

Watch: Jimi Hendrix plays the National Anthem at Woodstock

Read: "1968: The Media's Moment" by Cynthia Littleton

Turn in via Canvas by 11:59pm on Sunday, Oct. 25:

Discussion board post & remember that Exam 2 goes live on Friday at 5pm!



10

**Oct. 26
to
Nov. 1**
Unit 3

Weekly Screening: "The Tax Audit," *Maude* and "Michael Gets Suspended," *Good Times*

Monday (10/26): EXAM TWO DUE by 11:59pm

No course content today! Exam 2 will cover everything we learned in Unit 2 (week 6 through week 9). You'll have one hour to complete the exam once you begin.

Wednesday (10/28): Public Television

Watch: Kathy's lecture

Watch: Snuffy is revealed on *Sesame Street*

Read: "A Look Back at a Pivotal Time for Public Broadcasting" by Robert K. Avery

Friday (10/30): The Era of Relevancy

Watch: Kathy's lecture

Watch: Clip from *All in the Family* (just watch 7:41 to 13:33)

Read: "Archie Bunker for President" & "Bad Times on the *Good Times* Set"

Turn in via Canvas by 11:59pm on Sunday, Nov. 1:

Discussion board post

11
Nov. 2
to
Nov. 8
Unit 3

Weekly Screening: *The Sugarland Express* (d. Steven Spielberg, 1974)

Monday (11/2): The New Hollywood

Watch: Kathy's Lecture

Watch: A whole mess of film trailers (all linked in module)

Read: Excerpt from "The New Hollywood" by Thomas Schatz

Wednesday (11/4): Building a Blockbuster

Watch: Kathy's lecture

Watch: *Jaws* television commercials

Read: "I Said Marvel Movies Aren't Cinema. Let Me Explain." by Martin Scorsese

Friday (11/6): Fandom & Cult Media

Watch: Kathy's lecture

Watch: "Why People Keep Watching the Worst Movie Ever Made" and "The Room Explained"

Read: "Archaeologies of Fandom" by Kathy Fuller-Seeley

Turn in via Canvas by 11:59pm on Sunday, Nov. 8:

Discussion board post (and start working on your final project)



12
Nov. 9
to
Nov. 15
Unit 3

Weekly Screening: *El Norte* (d. Gregory Nava, 1983)

Monday (11/9): Indie Cultures pt. 1: Black Independent Cinema

Watch: Kathy's Lecture

Watch: Interview with Pam Grier

Read: Skim the L.A. Rebellion exhibit catalog--read a few film descriptions, look at the images, etc.

Wednesday (11/11): Indie Cultures pt. 2: Chicano Cinema

Watch: Kathy's lecture

Watch: *I Am Joaquín* (d. Luis Valdez, 1969)

Read: "Notes on Chicano Cinema" by Jason C. Johansen

Friday (11/13): Indie Cultures pt. 3: Austin

Watch: Kathy's lecture

Watch: *Bedhead* (d. Robert Rodriguez, 1991)

Read: Choose either Ch. 1, Ch. 4, or Ch. 5 from *Chainsaws, Slackers, and Spy Kids*

Turn in via Canvas by 11:59pm on Sunday, Nov. 15:

Discussion board post (and keep working on your final project)

13

**Nov. 16
to
Nov. 22**
Unit 3

Weekly Screening: "Five Card Stud," *Living Single* and "The One With All the Poker," *Friends*

Monday (11/16): Video

Watch: Kathy's Lecture

Watch: Betamax and VCR commercials

Read: "A Video Store Rich in Black Cinema History" by Jean Nash Johnson

Wednesday (11/18): Cable

Watch: Kathy's lecture

Watch: David Bowie interview with MTV (1984) and a few of the music videos linked in the module

Listen: Interview with *I Want My MTV* author Rob Tannenbaum on *All Things Considered*

Friday (11/13): Conglomeration & Narrowcasting

Watch: Kathy's lecture

Read: Introduction to *Color By Fox* by Kristal Brent Zook

Turn in via Canvas by 11:59pm on Sunday, Nov. 22:

Discussion board post (and keep working on your final project)



14

**Nov. 23
to
Nov. 29**
Unit 3

Thanksgiving Week

This is sure to be a hectic week with in-person classes ending, people traveling and/or moving out, and the holiday. There is **no new content** for Week 14. Use this time to finish up your final project. Please also rest, recharge, and do anything that gets you feeling ready to tackle the end of the semester.

Turn in via Canvas by 11:59pm on Sunday, Nov. 29:

Final project

15
Nov. 30
to
Dec. 6
Unit 3

Weekly Screening: *The Watermelon Woman* (d. Cheryl Dunye, 1996)

Monday (11/30): Convergence & Participatory Culture

Watch: Kathy's Lecture

Watch: "Big Brother" Apple commercial (1984) and "How 'Instagram Traps' are Changing Museums"

Read: Excerpt from "Worship at the Altar of Convergence," by Henry Jenkins

Wednesday (12/2): Stars, Pt. 3: Microcelebrities and Influencers

Watch: Kathy's lecture

Watch: "I Had 30 Days to Become an Influencer"

Read: Chapter 2 of *Internet Celebrity* by Crystal Abidin

Friday (12/4): When History Fails

Watch: Kathy's lecture

Watch: Interview with Cheryl Dunye

Turn in via Canvas by 11:59pm on Sunday, Dec. 6:

Final discussion board post & remember that Exam 3 goes live on Friday at 5pm!



16
Dec. 7

Exam 3 Due @ 11:59

No course content today! Exam 3 will cover everything we learned in Unit 3 (week 10 through week 15). You'll have one hour to complete the exam once you begin.

*NOTE: Even though this exam is on our last day of class, please rest assured that this is **not** a cumulative final exam. You don't have to review anything before Unit 3.*

Turn in via Canvas by 11:59pm on Monday, Dec. 7:
Exam 3