

# Creative Response 3: Critical Approaches to *Buffy* Critical Review

eng 3060j / spring 2019 / ohio university / chang



This class takes up as its central preoccupation: Why watch *Buffy*? What does *Buffy* reveal? Critique? Challenge? How might we use film, television, popular culture (or any other text really) as “complexly coded cultural artifacts?” (Lister & Wells 457). What does *Buffy* tell about our selves, our lives, our communities, our cultures, and our worlds? What makes television (compared to other kinds of art or cultural production) important?

## Review of a Text

For this assignment, you must select a text **outside** the course texts, one that we have **not** covered in class. The text could be another *Buffy* episode, a relevant scholarly essay, or even a different Whedon project. Select a text that you believe fits the theme and goals of the course, a text that you must argue belongs in a class called “Critical Approaches to *Buffy*.” An **outstanding text** will engage the inquiries and grinding edges of the course in multiple ways and will speak to the other texts included in the syllabus. When picking a text, avoid the obvious, the superficial, or the

easy answer; a **creative risk** or **interpretative leap** might be to choose a text that engages the questions, perhaps in an against the grain way, of the class.

You must read or watch the text. Consider the theoretical and interpretative questions we have been asking and trying to answer all quarter. Then write a short **500 to 600 word** critical review of the text explicating and expressing why the text would make a strong addition to the course syllabus. Use the following questions as guidelines and jumping off points (do not answer them as a list):

- What kind of text do you want to review? What kind of text would fit well within the scope of the course?
- Who is the text by? Is it someone already included in the syllabus? Would your text replace a current text?
- What makes the text important to a class about media, gender and sexuality, and popular culture? What features and qualities make it ideal for the class?
- Most importantly, what does the text tell us about our culture? About our world? What are the critical questions the text asks, complicates, and answers?

Your critical review must be more than just a descriptive ‘book report.’ Description, plot, characters, setting, themes, and summary will be a necessary portion of your review, but the majority of your writing will be **analyzing** and **articulating** why the text befits the course. For this assignment, your review would introduce the text, identify the critical value or potential of the text by drawing on close readings and details, and offer compelling reasons for including the text in the class, connecting it to existing readings, episodes, and concepts. For general inspiration, you might want to take a look at book reviews in a scholarly journal, in the *New Yorker* magazine, or in the *Washington Post* or *The New York Times*. Ultimately, an outstanding critical review demonstrates not only an analysis of the text but an understanding of the course goals and concepts.

## Guidelines and Due Dates

- Outcomes:** For specific audiences, purposes; different genre of writing; use everyday writing as a tool for developing critical thinking; importance of popular culture
- Format:** Semi-formal paper, 500 to 600 words, typed, no title page, block format, proper name block & title, doubled-spaced body, posted to the class blog, a Critical Review Turn-In thread will be available in the final weeks
- Due:** by the end of the semester, no later than Monday, April 29, via Blackboard, by 11:59 PM