



ENG 4500
Section 101
CN 1012
Thursdays
3:05-4:00 PM
29 Park Place 111
Spring 2022
Ohio University

Dr. Edmond Y. Chang
331 Ellis Hall
Office Hours:
M 1-2 PM, Th 12-1 PM
or by appointment
change@ohio.edu



"Now go, and make interesting mistakes, make amazing mistakes, make glorious and fantastic mistakes. Break rules. Leave the world more interesting for your being here. Make good art."
—Neil Gaiman

WHAT DOES IT MEAN to get dressed up, to dress for success, to put your face on, or to play a role? This colloquium will take up the ways we "present the self in everyday life" (to borrow Erving Goffman's phrase) that reveal, challenge, and complicate norms about fashion, costume, performance, and the roles we play. In particular, we will look at everyday fashion and the subcultures of drag, burlesque, cosplay, and live-action role-playing games to think about how they intersect with race, gender, class, ability, space, and social expectations. How might dressing up and subcultural style (to quote Dick Hebdige) help us theorize bodies, identities, and communities to critique norms, ideals, and other ideologies? In other words, how might dressing up and self-presentation be critical play? Part of the course will focus on scholarship, film and other media, and everyday practices. Part of the course will engage in observation, reflective writing, experiential learning, and actual live-action game play from basic mechanics to character creation to role-playing and adventuring.

A REQUIREMENT for this class is a well-developed curiosity and a willingness to explore and interrogate interdisciplinary lines of inquiry. Our class will be organized around a survey of texts engaging scholarship, media, and popular culture. This class will take up everyday culture as critical practice, explore what it means to close read and think critically, and how popular culture can be deployed as theory, as dramatizing the concerns, wonders, struggles, and politics of lived life and experience. This class will spend the semester reading, thinking, watching, discussing, researching, playing, and writing about various narratives and how and what these texts argue, reveal, narrate, hide, perpetuate, and complicate the world we live in.

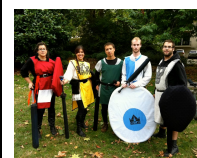
CUTLER SCHOLAR COLLOQUIA facilitate opportunities for students to engage with questions and make connections between their academic study and real-world impacts. Specifically, our course goals and learning objectives include (the formal HC 4500 outcome is in bold):

- To help Cutler Scholars and allied students develop an understanding of **issues that matter locally, regionally, nationally, or internationally**. We will develop and demonstrate a familiarity with a range of texts, terms, and theories of the study of fashion, role-playing, fandom, and popular culture.
- We will identify and articulate different ways to explore, close read, analyze, and critique fashion, role-playing, fandom, and popular culture.
- We will consider questions and intersections of race, gender, sexuality, ability, class, nation, culture, and power.
- We will use literature, other mediums, and popular culture as vernacular theory to think, talk, write about and to interrogate the world around us.

WE WILL spend the semester asking and addressing difficult, challenging, and sometimes discomfiting ideas, questions, and topics, focusing on different identities, bodies, histories, desires, experiences, and even struggles and violences. Whether on the page, screen, on campus, or in the community, we

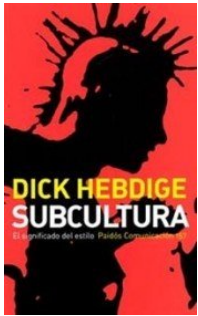
"If one is lucky, a solitary fantasy can totally transform one million realities."
—Maya Angelou

"Fashion is the armor to survive the reality of everyday life."
—Bill Cunningham



Required Course Texts & Materials

- Chang, *Archaea Live-Action Role-Playing and Wargaming*
- Short readings will be available via Blackboard.
- Web access and an active Ohio University email account.



Course Requirements

Presentation	(20%)
Weekly Responses	(50%)
Class Participation	(30%)

will explore and engage multiple perspectives, levels of familiarity with the material, and heady and heartfelt responses. In other words, our class will be a safe, respectful, but not necessarily comfortable space. While pushing boundaries and comfort zones are essential to critical thinking, making connections, and intellectual and personal freedom, see me with concerns and queries, for reasonable accommodations, and for further resources on campus.

Requirements & Grading

Your grade should not be the sole exigence or motivation for this class. It is the hope of the course that you walk away from the class with something more. Find some pleasure and some edification and some knowledge from this class (or any class really) and success is usually not far behind. With that in mind, your grade will be a reflection of engagement, effort, close reading, critical thinking, writing, and participation. This course is graded Pass/Fail.

Critical Question Presentation & Curation (20%)

You will be required to sign up for a short oral presentation during the semester. For your presentation, you will read, watch, and engage the texts assigned for a particular week, summarize and articulate two or three main points from the week's scholarly or critical text (as assigned), generate a critical question connecting the theory to an example drawn from everyday culture (or the class), and contribute to in-class and online discussion for the week.

Weekly Responses (50%)

Beyond in-class discussion, you will complete weekly short, analytical responses to prompts via the class Blackboard. These single-spaced, 250-500 word writings serve as reactions to, close readings of, and analyses of the readings, films, experiences, and the connections you see, read, and talk about in class. These responses are more than just summaries or personal reactions and will be evaluated on clarity, coherence, critique, and how well you concisely formulate analyses and arguments.

Participation and Preparedness (30%)

Preparedness and participation form a large component of your final grade. It is essential that you prepare, attend, and participate in class. Missing class may seriously compromise your ability to do well in this class. Moreover, negative participation will hurt your participation grade. Participation is determined by 1) your **respectful** presence in class and interactions with me and others, 2) your **willingness** to discuss, comment, and ask questions, 3) your **preparation** for class, which includes having the required materials and doing all of the assigned reading or work for class, 4) your **engagement** and **collaboration** in group work, presentations, office hours, and course events, and 5) your care and use of the class *Blackboard* or "Bb"—bookmark the address, check and respond regularly, and think of the blog as an extension of class:

https://blackboard.ohio.edu/ultra/courses/_591194_1/cl/outline

Attendance

Attendance is required. If you are absent, you miss the explanation of an assignment, the discussion of a reading, the chance to participate, and overall, the class as a community of learning. Also, you are expected to be in class on time. In the first minutes of class I may make important announcements, establish the agenda for the day, begin immediately with an important lesson, or field questions. If you come in after we start class, even by only a few minutes, you are late and will be marked as such. Chronic or conspicuous

"Do work that matters. *Vale la pena.*"
—Gloria E. Anzaldúa



"I think it's always important for academics to study popular culture, even if the thing they are studying is idiotic. If it's successful or made a dent in culture, then it is worthy of study to find out why."
—Joss Whedon

"So here is why I write what I do: We all have futures. We all have pasts. We all have stories. And we all, every single one of us, no matter who we are and no matter what's been taken from us or what poison we've internalized or how hard we've had to work to expel it—we all get to dream."
—N.K. Jemisin



MLA Paper Formatting

- 1) 1" margins top, bottom, left, and right on each page.
- 2) Single-spaced block header on the first page only with your name, date, course, my name:

Student Name
HC 4100
January 10, 2022
Dr. Chang
- 3) Appropriate title.
- 4) Print single-sided.
Papers are double-spaced with paper page numbers in the upper right hand corner; no extra space between paragraphs.
- 5) Standard Times Roman Font, 12 point only.
- 6) Correct MLA citation and bibliographic format.
A paper turned in without a bibliography automatically fails and will be returned with no comments.

attendance problems will negatively affect your overall participation grade for the class. **Moreover, absences for more than 7 class sessions (50% of class time or more, in person or online) will result in a failing grade regardless of reason. All absences are your responsibility.** If you know you are going to miss class, please let me know (via email) as soon as possible and make any necessary arrangements. When you do miss class, always find another student to get class notes or see me during office hours in order to make up missed work in a timely manner. You are always responsible for all material covered during your absence.

Assignment Format

All papers must be typed or produced on a word processor. All documents should be saved in Microsoft Word format (or if necessary Rich Text Format). Follow the directions outlined by the assignment. Unless instructed otherwise, **all papers must use MLA citation and documentation conventions.** All papers must be neatly printed (in black), stapled in the top, left-hand corner, and should not be three-hole punched. Papers that do not follow these format guidelines will not be accepted. They will be returned unread to you. Papers will be regarded as late until they are resubmitted in the proper format. **Always make a backup copy of every paper you turn in,** lest you be one of the unhappy people whose paper is eaten by the computer. You may even want to take the precaution of e-mailing your paper to yourself as an attachment during the drafting process and certainly before you exit the document and leave the computer. Or you may want to invest in cloud-based file storage like OneDrive (which all OU students have already have access) or DropBox.

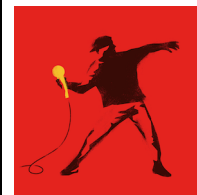
Evaluation Rubric

Over the course of the quarter, your assignments will receive feedback and comments that will identify what you are doing well and what still needs improvement. Your grades assess your fulfillment of the assignment, the quality of work, detail, analysis, and argumentation, overall effort, and finally, style, polish, and risk taking. Consider the following evaluation rubric as signposts or a kind of legend to your progress and evaluation:

- **Outstanding (A/A+):** Offers a very highly proficient, even memorable demonstration of the trait(s) associated with the course or assignment goal(s), including some appropriate risk-taking and/or creativity.
- **Strong (B+/A-):** Offers a proficient demonstration of the trait(s) associated with the course or assignment goal(s), which could be further enhanced with revision, additional support, and creativity.
- **Good (B-/B):** Effectively demonstrates the trait(s) associate with the course or assignment goal(s), but less proficiently; could use revision to demonstrate more skillful and nuanced command of trait(s).
- **Acceptable (C/C+):** Minimally meets the basic course or assignment requirement, but the demonstrated trait(s) are not fully realized or well-controlled and would benefit from significant revision.
- **Inadequate (D/D+):** Does not meet the course or assignment requirement; the trait(s) are not adequately demonstrated and require substantial revision on multiple levels.

Finding Help

My office and office hours are listed in the left sidebar. I am available during that time or by appointment (which can be held virtually). I encourage you to come see me early in the term even if it is just to talk about the class, about the assignments, or about school in general. I may ask you to meet with me when I think a conference would be useful. My office is located on the third floor of Ellis Hall (east of Alden Library), Room 331.



Late Assignments

All assignments must be done completely and turned in on time. Late assignments will be penalized half a grade for every day that they are late. So, if your essay is late by one day and you received a B- for your work, then your final grade would be a C+. Moreover, I will not comment on late work. However, you still need to complete late work or you will receive a zero. If you miss class on the due date of a paper, you must notify me and make arrangements to get the paper to me as soon as possible. **Unless previously arranged, I DO NOT accept assignments via email.** Remember that a paper has not been officially handed in until it is in my hands. Never turning anything in late is always the best policy.



Contact
Dr. Chang

Office:
331 Ellis Hall
Office Hours:
M 1-2 PM, Th 12-1 PM
or by appointment
E-mail:
change@ohio.edu
Google Talk:
EDagogy



Email is the best way to contact me. I will do my best to answer your emails and Bb posts, usually **within twenty-four hours**. If there is an emergency and you need to reach me, please contact the main English office in 201 Ellis Hall. Furthermore, when time permits, I will supplement my office hours with virtual hours via Google Talk (nickname: **EDagogy**); if I am logged in, during reasonable hours, you are more than welcome to discuss the class or ask questions. Please, when you initiate an IM conversation, **use a greeting**, please identify yourself to me, and be **patient** because my responses may not be immediate.

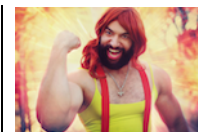
You can also find additional writing and academic help at the Writing Commons on campus, a good resource for this class and other classes. The Writing Commons is located in the Academic Advancement Center (AAC) on the second floor of Alden Library and offers a variety of services including help with reading, writing, brainstorming ideas, organization, citation, and research. See <https://www.ohio.edu/university-college/academic-achievement-center> to make an appointment and for more information. Further resources, both on- and off-campus can be found on the Links page of the course website: <http://www.edmondchang.com/courses/5360/links.html>.

Accommodations

Any student who feels they may need an accommodation based on the impact of a disability should see me or contact me **in the first week of class** to discuss their specific needs and provide written documentation from Student Accessibility Services. If you are not yet registered as a student with a disability, please contact Student Accessibility Services at 740-593-2620 or visit the SAS office in 348 Baker University Center. The SAS website is: <https://www.ohio.edu/uc/sas/index.cfm>.

COVID-19

All students are required to abide by the university's pandemic strategies and protocols, which are updated and outlined: <https://www.ohio.edu/coronavirus>. Please follow all guidelines and recommendations regarding masking, social distancing, testing and symptom reporting, and vaccination. If you have physical or mental health concerns, changes in employment, housing, or responsibilities, or face other challenges, insecurities, or problems, please seek out Ohio's health services: <https://www.ohio.edu/wellness/student-resources>, counseling center: <https://www.ohio.edu/student-affairs/counseling>, or see me for further help, resources, or accommodations.



Learning (With) Technology

Unless you have an official accommodation, the use of technology in our classroom is a privilege, not a right. Mobile devices like phones, media players, and cameras should be off and put away. Computers and tablets should be used for note-taking, in-class work, and readings only. Print is generally preferred for course texts and readings, but full-size e-versions are acceptable provided the student is able to readily highlight, annotate, and index. Finally, be conscientious and respectful in the use of the course website and social media and post no material from class to the internet or non-class sites without explicit permission from the instructor and the class. Keep in mind these three rules:

- 1) Use the Right Tool for the situation and the task—keep it simple and elegant,
- 2) Practice Best Practices—it must improve or enhance your learning,
- 3) Be a Good Neighbor—it cannot distract or detract from others' learning.

Inappropriate use and abuse of technology in class will result in the taking away of technology privileges for the offending student and/or class as a whole.

Academic Integrity

All students are required to uphold the highest academic standards. Plagiarism, or academic dishonesty, is presenting someone else's ideas or writing as your own. In your writing for this class, you are encouraged to refer to other people's thoughts and writing—as long as you cite them. Many students do not have a clear understanding of what constitutes plagiarism, so feel free to ask questions at any time. For our class, plagiarism includes:

- a student failing to cite sources of ideas
- a student failing to cite sources of paraphrased material
- a student failing to cite sources of specific language and/or passages
- a student submitting someone else's work as his or her own
- a student submitting his or her own work produced for another class

If you have any doubt about how to cite or acknowledge another's writing, please talk to me. Any plagiarism or academic dishonesty will result in failure of an assignment or of this course. It is always better to be safe than sorry. Please review the Ohio University's Academic Misconduct page at <https://www.ohio.edu/communitystandards/academic/students.cfm>.

Harassment, Discrimination, and Sexual Misconduct

Ohio University and this course are committed to a safe, supportive, and inclusive learning environment. Title IX makes clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, and so on. As your instructor, I am a mandatory reporter and am required by law to share with the University any information regarding sexual misconduct or information about a crime that may have occurred on campus. For more information about policies and resources or confidential reporting options, see the Office of University Equity and Civil Rights Compliance: <https://www.ohio.edu/equity-civil-rights/> or the Division of Student Affairs page on Student Conduct & Community Standards:

<https://www.ohio.edu/communitystandards/process/sexualassault.cfm>.

syl-la-bus: *n* 1: a summary outline of a discourse, treatise, or course of study or of examination requirements 2: subject to change

Dr. Chang / HC 4500 / Spring 2022 / Ohio University

Week 1: January 10-14: INTRODUCTION

Introduction to the Course, Outcomes, & Syllabus
Goffman, "The Presentation of Self"
Georgiou, "Identity," *Keywords*
Henderson, "Representation," *Keywords*

Week 2: January 17-21: FASHION & GENDER

Bill Cunningham New York (2011)
Halberstam, "Gender"
Gill, "Gender," *Keywords*

Week 3: January 24-28: FASHION & PRESENTATION

Bill Cunningham New York (2011)
Barnard, "The Functions of Fashion and Clothing"

Week 4: January 31-February 4: COSPLAY, BURLESQUE, & SUBCULTURAL STYLE

"Cosplay! Crafting a Secret Identity"

<https://video.pba.org/video/cosplay-crafting-secret-identity-cosplay-crafting-secret-identity/>

"Imagination is more important than knowledge."
—Albert Einstein



"You must write, and read, as if your life depended on it."
—Adrienne Rich

"I've overheard your theory 'nostalgia's for geeks' / I guess sir, if you say so, some of us just like to read / One second I'm a Koons, then suddenly the Koons is me / Pop culture was in art, now art's in pop culture in me."
—Lady Gaga

Sign Up for Presentations

Mon 1/17
MLK, Jr. Day

Mon 1/10
First Day of Classes

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

“Cosplay Changes Lives,” <https://www.youtube.com/watch?v=sIMFTy2isxg>
 Hebdige, “Introduction” & “Chapter One,” *Subculture*
 Cumberbatch, “I’m a Black Female Cosplayer And Some People Hate It”
<http://www.xojane.com/issues/mad-back-cosplayer-chaka-cumberbatch>

Week 5: February 7-11: DRAG & QUEERNESS

Paris is Burning (1990)
 Collins, “Paris is Burning is Back—And So Is Its Baggage”
 Somerville, “Queer,” *Keywords*

Week 6: February 14-18: DRAG & RACE

Paris is Burning (1990)
 Gray, “Race,” *Keywords*
 Ferguson, “Race,” *Keywords*

Week 7: February 21-25: DIGITAL SELVES

Second Skin (2008)
 Barlow, “A Declaration of the Independence of Cyberspace”
 Gray & Leonard, “Introduction,” *Woke Gaming*
 Payne, “Play,” *Keywords*

Week 8: February 28-March 4: LARP & FANTASY

Monster Camp (2007)
 Fine, “Introduction,” *Shared Fantasy*
 Kemper, Saitta, Koljonen, “Steering for Survival”
<https://nordiclarp.org/2021/01/14/steering-for-survival/>

Week 9: March 7-11: Spring Break

Week 10: March 14-18: LARP & GENDER

Darkon (2006)
 Brown, “The Trouble with Gender in Larp”
<http://analoggamestudies.org/2015/09/the-trouble-with-gender-in-larp/>

Week 11: March 21-25: LARP & RACE

Darkon (2006)
 Kempler, “More Than a Seat at the Feasting Table”
<https://nordiclarp.org/2018/02/07/more-than-a-seat-at-the-feasting-table/>

Week 12: March 28-April 1: LARP & QUEERNESS

Play Archaea
 Graham, “Finding Your Way as a Queer LARPer”
<https://killscreen.com/articles/finding-your-way-queer-larper/>

Week 13: April 4-8: LARP & DISABILITY

Play Archaea
 Henry, “Reimagining Disability in Role-Playing Games”
<http://analoggamestudies.org/2015/02/reimagining-disability-in-role-playing-games/>
 Adams, Reiss, Serlin, “Disability,” *Keywords*

Week 14: April 11-15: LARP & SOCIAL JUSTICE

Play Archaea
 Stark, “Social Justice in Larp: A Practical Approach”
<http://leavingmundania.com/2014/12/01/social-justice-in-larp-a-practical-approach/>

Week 15: April 18-22: LARP & PLAY

Play Archaea

Week 16: Finals Week

MARCH						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

3/7-3/11
 Spring Recess

APRIL						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30