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<b>TERM:</b>	Spring 2021	<b>INSTRUCTOR:</b>	Aubrey Helene Neumann (she/hers)
<b>CREDITS:</b>	3	<b>OFFICE:</b>	Zoom
<b>LEVEL:</b>	U	<b>OFFICE EMAIL:</b>	neumann.102@osu.edu
<b>Class Time:</b>	Tu/Th 2:20-3:40pm	<b>OFFICE HOURS:</b>	Wed 4-5pm or by appt <i>*See Carmen for Zoom Links</i>
<b>Location:</b>	Zoom		

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### First Things First

**We are in this together:** The ongoing COVID-19 pandemic has created a major paradigm shift in many of our lives. Few among us are unaffected by the virus. It would be remiss of me to approach the semester as though we were not all in more vulnerable positions. Your highest priorities during a global pandemic must be your own health and safety. One of my goals as an instructor of THTR 2367 is to build a course that responds to the needs of my students in the moment. To that end, I have embedded a degree of flexibility in assignments and assessments. If you need specific accommodations that I have not anticipated, please feel free to reach out to me. Hopefully, the time you do invest in THTR 2367 will be rich and rewarding for you.

**Accessibility:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**Health and Safety Requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

### Course Description

"All television is educational television. The question is: what is it teaching?" – Nicholas Johnson

At a time when television is more diverse, far-reaching, and wide-ranging than ever, we can learn a lot about our culture by studying one of its most popular art forms. This fall semester we will watch a lot of television (over 20 different shows) as we seek to unpack the ways television has represented us and told our stories. Class examples will focus on depictions of the American family from the rise of television post-World

War II to the present. Along the way, we will discuss writing, read others' writing, share our own writing, and practice cultivating our writing practices by applying feedback. **This course fulfills the GEC Second Writing Course and Social Diversity requirements.**

### Learning Goals

1. Students will examine how television shows are created and produced, the social context within which audiences gather, and the role that television plays within American culture.
2. Students will gain a deeper understanding of how Americans have regarded themselves in the past, and how current images projected through television help to shape our perceptions of our place in American society.
3. Students will develop and use critical tools for thinking about diversity, entertainment, and power relations between historically dominant and marginalized groups in the United States.
4. Students will develop and refine writing techniques and skills.
5. Students will practice key skills related to digital and technological literacy.

### General Education

#### *Social Diversity in the United States*

GOALS: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

#### *Writing and Communication 2*

GOALS: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

### Teaching Method

This online course will include video lectures, student-led discussions via Carmen, television screenings, text readings, and writing assignments.

### Technical Requirements

Internet access

Technology to record and upload papers, video, images, and other homework

## Required Texts

*They Say / I Say: The Moves That Matter in Academic Writing* by Cathy Birkenstein and Gerald Graff. All assigned readings will be made available on Carmen.

Students will need access to the following streaming services:

Netflix subscription (Week 6 through Week 15): Netflix free trial lasts 30 days. Afterwards, subscription offered for \$8.99.

Hulu subscription (varies with Expanding Notions): Hulu free trial lasts 30 days. Hulu also offers a Spotify/Hulu student package for \$4.99 per month: <https://www.spotify.com/us/student/>

Additional episodes: Four additional episodes will need to be purchased through Youtube or Amazon for \$1.99 per episode (though two of the episodes can be accessed through CBS and HBO's free trials).

Students having trouble accessing videos from their current location or covering the cost of subscriptions are encouraged to reach out to the instructor to brainstorm alternative options.

## Course Content

Over the course of the semester, we will watch many hours of television, read several different kinds of texts, and engage with scholars and artists from a wide range of backgrounds. We will encounter perspectives we may not share. We may encounter sensitive, difficult, and even offensive material in these shows and texts. Our job as scholars and thinkers is to challenge ourselves with complex content while being mindful of the experiences of others. To this end, we will approach all material with care and respect, while thinking critically about the ways in which people tell stories on television.

Without a doubt, the curation and arrangement of the course content is influenced by your instructor's tastes, perspectives, and experiences. You are invited and encouraged to form your own opinions and critical eye. You do not have to share the aesthetic tastes, politics, values, or beliefs of your instructor to do well in this course or to be welcome in discussion. Higher education is a place to look for nuance and complexity and to challenge our own point of view in a respectful, generous way.

**Some contents of this course may also involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. Please take care of yourself while watching/reading this material (debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, contacting Student Life Disability Services at 292-3307, and contacting the instructor for alternate material if needed).**

## Assignments

All written assignments must be typed (double-spaced, one-inch margins, in a legible, twelve-point font). The papers will follow MLA guidelines. Each student is responsible for knowing and using correct citation, formatting, etc. All assignments will be submitted electronically via Carmen, not through e-mail.

**Participation:** Class will occur online Tuesdays and Thursdays 2:20-3:40pm EST. Students may either virtually attend class via Zoom or watch recorded lectures and complete a discussion assignment posted after class.

**Students who attend class should be prepared to turn their videos on during discussion to facilitate active participation.** Other elements of active participation include joining class on time, staying engaged, asking questions, offering your perspective, and participating fully in discussions/collaborative assignments. Virtually attending class + active participation = 3pts.

**Students who are unable to attend class** have one week to respond to that day's discussion question *and* respond to one other student's post. Watching recorded lectures + 1 response to discussion question + 1 response to another student's discussion response = 3pts.

**Reading Journal:** In lieu of weekly quizzes, you will keep an electronic journal (using Microsoft Word or similar software) containing a brief reading response in which you:

Identify a quote from the week's reading and briefly explain why you chose that quote (include author when applicable) = 1pt

Write a question for the class pertaining to the week's reading = 1pt

Quotes and questions should arise organically. If it appears that a student is only ever reading a portion of the reading, they will be asked to redo the assignment. Journals should be completed weekly with students prepared to discuss quotes and questions on the day readings are due. That said, journals will be turned in on Carmen three times over the course of the semester, at the beginning of class the day it's due.

**Letter of Introduction:** This is not meant to be a particularly long or rigorous assignment, but it is an important one. Especially with all that has gone on in the past year, I want to do everything I can to ensure this class is as engaging and worthwhile as possible. With that in mind, I invite you to share your thoughts as to how I can best support your learning and perhaps a little bit about the person in the zoom frame (i.e. you). With that in mind, write me a letter answering the questions on Carmen in as little or as much detail as you'd like. Feel free to include specific recommendations or questions as well.

Letter of Introduction = 5pts

**Midterm Review:** For this assignment, you will write a review (800 – 1000 words) of an episode of your choosing. Following examples of public scholarship discussed in class, you will briefly summarize the episode while also addressing at least four of the critical orientation questions posed by O'Donnell, as listed on Carmen. Since we are interested in process as well as product in this class, you will submit both a midterm review early in the semester as well as a revised midterm review at the end of the semester. So that you may write for an audience beyond simply your instructor, revised midterm reviews will be posted to a class website and published for all to read. Rubrics available on Carmen; point breakdown as follows:

Midterm Review = 8pts

Revised Midterm Review = 12pts

Peer evaluations will occur in-class or via Carmen discussions and consequently count towards Participation.

**Expanding Notions of the "All American" Family Presentation (Expanding Notions):** In groups of two or three, you will give a fifteen- to twenty-minute presentation on a contemporary television show that in some way expands notions of the "all American" family. Drawing on class discussions, your presentation will

address the premise, the cultural significance of the show, the style and genre, target audience, and the major goals or questions the explored in the show. Rubrics available on Carmen; point breakdown as follows:

Presentation - Group Grade = 12pts

Presentation - Individual Contribution = 3pts

Your group has the option of pre-recording your presentations or presenting in class, but the presentation will be shared with the class on the date specified in the Class Calendar.

**Final Paper:** For this assignment, you will write an academic paper (1600 – 2000 words) addressing one of three prompts found on Carmen. As we are interested in process as well as product in this class, assignments for your final paper will be spread of the second half of the semester. So that you may write for an audience beyond simply your instructor, revised final papers will be posted to a class website and published for all to read. Rubrics available on Carmen; point breakdown as follows:

Final Paper Introduction = 5pts

Final Paper Annotated Bibliography = 5pts

Final Paper = 16pts

Revised Final Paper = 20pts

Instructor meetings and peer evaluations will occur in-class or via Carmen discussions and consequently count towards Participation.

**Extra Credit:** You have two opportunities for extra credit this semester. You may complete one assignment for 3pts or both assignments for 6pts. More details available on Carmen; brief descriptions below:

**What did we miss?** Television is a broad medium, and therefore any course which attempts to address it remains inevitably incomplete. This is an opportunity to reflect on and add to your own education, while offering advice for future iterations of the course. Write a short (400-500 words) persuasive essay arguing for the inclusion of another episode on the course syllabus. You may choose any episode from any show not included on the course syllabus, but it should in some way pertain to notions of the American family and support the learning objectives of the course. Any sources needed to support your main argument should be cited following MLA or Chicago guidelines. 1 Short Essay = 3pts.

**Further Expanding Notions:** The Expanding Notions of the "All American" Family presentations feature eight innovative television shows, and you only end up watching one. To make up for this, choose one of the shows you did not present on and watch an episode or two. Then write a short (200-300 words) response to the episode, answering the questions found on Carmen. Any sources needed to support your main argument should be cited following MLA or Chicago guidelines. I strongly encourage you to pick a show you are not already familiar with, as part of college is discovering concepts, theories, readings, and yes even television that you might otherwise miss. 1 Episode + 1 Short Response = 3pts.

## Grading Criteria

**Some significant criteria for the evaluation of written work in the course include:**

- Insight and quality of ideas; scope and depth of analysis; persuasive support and development of argument.
- Thoroughness of research and insightful evaluation of findings.
- Clarity, grammar, sentence structure, punctuation, spelling, and proofreading of written work.
- See assignment rubrics for point breakdown.

**LATE WORK:** Each student is granted 1 grace assignment extension without excused absence documentation. To use this extension, a student must turn in their assignment within one week of the original due date and notify the instructor that they would like to use their grace extension. After one grace extension, no late or make-up work will be accepted without appropriate and official documentation of a university-excused absence and/or prior discussion with the instructor. If you feel you are falling behind with work, you must reach out to the instructor at least 24hrs prior to an assignment's due date to discuss possible alternative timelines.

**Grading:**

Participation .....	.84pts (3/day)
Reading Journal .....	.30pts (2/wk)
Letter of Introduction.....	5pts
Midterm Paper.....	.20pts
Final Paper.....	46pts
Expanding Notions .....	15pts
<b>Total</b>	<b>200pts</b>

**Grading Breakdown:**

A	200-186 pts	B	173-166 pts	C	153-146 pts	D	133-120 pts
A-	185-180 pts	B-	165-160 pts	C-	145-140 pts	E	119-0 pts
B+	179-174 pts	C+	159-154 pts	D+	139-134 pts		

**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>)

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([northwestern.edu/uacc/8cards.htm](http://northwestern.edu/uacc/8cards.htm))

**Turnitin Originality Check:**

This course uses the Turnitin Originality Check for assignments submitted on Carmen. Turnitin compares how much of the submitted content matches existing written work. Each submission receives an Originality Report Score displayed as a percentage. In this course, student access to Turnitin reporting is enabled. For more information please see: <https://resourcecenter.odee.osu.edu/carmen/turnitin-suite-students>

Although you will at times collaborate on assignments, **all work that you turn in for Theatre 2367.03 must be your own.** For each assignment, written, creative, or otherwise, you are expected to produce original work. I encourage you to guard your own work and not share it with others.

Avoid any behavior that might be construed as suspicious, as your instructor is required by the University to report such behavior to the Committee on Academic Misconduct.

## Campus and Community Resources

The **Writing Center** offers the following free services to members of the OSU community:

- Help with any assignment (ranging from lab reports to dissertations) at any stage of the writing process (brainstorming, thesis development, revising, etc.).
- Online tutoring sessions via CarmenConnect by appointment.
- Online appointment scheduling, available 24/7.

Please visit <http://cstw.osu.edu> or call 688-4291 to make an appointment.

**Title IX Policy makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu).**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an Ohio State employee. It is my goal that you feel able to share information related to your life experiences in class discussions and in your written work. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University's Title IX Office. **If I can be of assistance in helping you to make a report and in finding campus and community resources, please let me know. If you would like to access resources directly, please feel free to contact the Title IX office (see above).** Students may speak to someone confidentially by contacting **Counseling & Consultation Services at (614) 292-5766 or SARNCO's [Sexual Assault Response Network of Central Ohio] 24-hour helpline at (614) 267-7020.**

**OSU Counseling & Consultation Services:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766.** CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the **24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).**

**Lyft Ride Smart at Ohio State:** Eligible students receive discounted rides inside a designated service area from 9 p.m.-3 a.m. For more information see: <https://ttm.osu.edu/ride-smart>.

**OSU Psychological Services Center:** 105 Psychology Building, 1835 Neil Ave or 614-292-2345 or [psc@psy.ohio-state.edu](mailto:psc@psy.ohio-state.edu)

**OSU Student Wellness:** RM B130 RPAC or 614-292-4527

**OSU Student Advocacy:** 1120 Lincoln Tower or 614-292-4527

**OSU Multicultural Center:** Ohio Union or 614-688-8449

**BART (Bias Assessment and Response Team):** Anonymous reporting available by visiting <https://studentlife.osu.edu/bias/>

**Buckeye Food Alliance:** 1800 Cannon Drive, Suite 150, or 614-688-2508

**Mid-Ohio Food Bank:** 614-277-FOOD (3663) or <https://www.midohiofoodbank.org/>

**SARNCO (Sexual Assault Response Network of Central Ohio):** 24-hour helpline at 614-267-7020

*See Helpful Information Section on Carmen for Links to Additional Resources.*



## Course Calendar

Unless otherwise noted, screenings/readings/writing should be completed prior to the start of class. Instructor reserves the right to make adjustments to the syllabus as necessary throughout the semester to better support student learning.

In the unlikely event of class cancellation, I will inform you via e-mail and contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

### Week 1

Tuesday, January 12 Introduction to Class and Syllabus  
In-Class Screening: "Introduction to Critical Theory for the 21st Century"

Thursday, January 14 The Purpose of Television and Work of the Critic  
**Read:** O'Donnell, Chapter 1: "The Work of the Critic"

### Week 2

Tuesday, January 19 "Lucy, I'm Home!": Golden Age Domestic Sitcoms  
**Screen:** *I Love Lucy* (s1 e30) *The Honeymooners* (s1 e1)  
**Read:** Graff and Birkenstein, *They Say/I Say* – Introduction + Chapters 1, 4, 5

Thursday, January 21 They Say/I Say: The Art of Intervention  
**Due: Letter of Introduction**

### Week 3

Tuesday, January 26 Representation and the Not So Golden Age  
**Screen:** *Amos 'n' Andy Anatomy of a Controversy*  
**Read:** Gates Jr. "TV's Black World Turns;" Poussaint & Gates Jr. "TV's Black World Turns; An Appeal to Universality"

Thursday, January 28 "Can I Cite Rotten Tomatoes?" Finding and Evaluating Sources  
**No Writing Assignment**

### Week 4

Tuesday, February 2 Ideology in the "All-American" Family  
**Screen:** *Leave it to Beaver* (s1 e2), *The Andy Griffith Show* (s3 e23)  
**Read:** Read Bronstein, "Comic Relief: *The Andy Griffith Show*, White Southern Sheriffs, and Regional Rehabilitation," Graff and Birkenstein, *They Say/I Say* – Chapters 6, 7

Thursday, February 4 So What? Giving Your Reader a Reason to Care  
Introduce Midterm Review Assignment  
**Due: Reading Journal Weeks 1 - 4**

## Week 5

- Tuesday, February 9      Relevance TV and the “Bad Fan”  
**Screen:** *All in the Family* (s1 e1); *Good Times* (s2 e7)  
**Read:** Nussbaum, “The Great Divide: Norman Lear, Archie Bunker, and the Rise of the Bad Fan;” Bodroghkozy, “Good times in Race Relations? CBS’s *Good Times* and the Legacy of Civil Rights in 1970s Prime-Time Television”
- Thursday, February 11      As Seen on TV: Implicit Bias and Microaggressions  
**No Writing Assignment**

## Week 6

- Tuesday, February 16      Relevance TV and Intersectionality  
**Screen:** *One Day at a Time* [Original] (s2 e19), *One Day at a Time* [Reboot] (s1 e2), AND Crenshaw’s “The Urgency of Intersectionality”  
**Read:** Garber, “*One Day at a Time* is a Sitcom that Doubles as a Civics Lesson”
- Thursday, February 18      Midterm Peer Review  
Introduce Final Paper  
**Due: Midterm Review**

## Week 7

- Tuesday, February 23      \*\*\*NO CLASS\*\*\*
- Thursday, February 25      Citing and Annotations [Reality TV Edition]  
**Read:** Graff and Birkenstein, *They Say/I Say* – Chapters 2, 3  
**Due: Final Paper Introduction**  
**No Screening**

## Week 8

- Tuesday, March 2      Individual Meetings
- Thursday, March 4      Case Study: Shock, Awe and the Everyday in American Soap Operas  
**Screen:** *Soap* (s2 e16), *The Fosters* (s1, e1) AND *The Story of Soaps*  
**Due: Reading Journal Weeks 5-8**  
**No Reading**

## Week 9

- Tuesday, March 9      Case Study: Simpsons! Meet the Simpsons! They’re Animated Parody  
**Screen:** *The Simpsons* (s1 e1) AND (4 e12)  
**Read:** Chaney, “How *the Simpsons*’ Christmas Debut Changed TV;” Gray, “Introduction”
- Thursday, March 11      Selling the American Family: Creative Writing and Advertising  
**Due: Final Paper Annotated Bibliography**

## Week 10

Tuesday, March 16

Case Study: Cable TV and the Rise of the Antihero

**Screen:** The Sopranos (s1 e1), Good Girls (s1 e1)

**Read:** Martin, *Difficult Men* Excerpt TBD, Maerz and Jensen “The Evolution of the Antihero”

Thursday, March 18

Directing the American Family: Symbolism and Cinematography

**No Writing Assignment**

## Week 11

Tuesday, March 23

Students' Choice

**Screen:** TBD

**Read:** Singh, “How Shows Like ‘Will & Grace’ And ‘Black-ish’ Can Change Your Brain; TBD

Thursday, March 25

Final Paper Review

Expanding Notions of the “All American” Family: *Black-ish* (Instructor Demo)

**Due: Final Paper**

## Week 12

Tuesday, March 30

A Moment for Clarity: Or How to Make Your Reader Happy

Expanding Notions Worktime – Instructor Check In

**No Screening, Reading or Writing**

Thursday, April 1

**\*\*\*NO CLASS\*\*\***

## Week 13

Tuesday, April 6

Expanding Notions of the “All American” Family

**Read:** Martinez, “*Jane the Virgin* Proves Diversity is More than Skin Deep;”

Paskin, “Outsider Art;” Chow, “Why *Fresh Off the Boat* was a Game-Changer”

**Due: Expanding Notions: *Jane the Virgin* and *Never Have I Ever***

Thursday, April 8

Expanding Notions of the “All American” Family

**Due: Expanding Notions: *Fresh Off the Boat* and *Kim's Convenience***

## Week 14

Tuesday, April 13

Expanding Notions of the “All American” Family

**Read:** Applebaum, “Why #RepresentationMatters for People with Disabilities on TV”; Morris and Poniewozik, “Why ‘Diverse TV’ Matters: It’s Better TV. Discuss.”

**Due: Expanding Notions: *Shameless* and *This is Us***

Thursday, April 15

Expanding Notions of the “All American” Family

**Due: Expanding Notions: *Speechless* and *Atypical***

**\*\*\*All Extra Credit Due Sunday, April 18<sup>th</sup> @ 5pm\*\*\***

**Week 15**

Tuesday, April 20                      Expanding Notions of Family and Criticism  
**Screen:** *Pose* (s1 e1)  
**Read:** McDonald, “*Pose* on FX: An Earnest, Romantic Family Drama about Gay and Trans People of Color;” McDonald, “As Television Becomes More Diverse - Its Corps of Mainstream Critics Remains Starkly White”

Thursday, April 22                      Class Wrap Up  
**Due: Reading Journal Weeks 9-15**

**Finals Week**

Monday, April 26                      **Due: Submit Revised Midterm Review and Revised Final Paper by 5pm**