

# Into the Woods

## Fairy Tales & the Stories They Tell

UNIV 1784-14 Fall 2015 [Thursdays 3:30-4:20]

Dr. Susanna Cowan



### *Into the Woods (The Plot)...*

Into the woods. Again. And again and again. The infatuation with and hunger for fairy tale plots, characters and settings seems insatiable and ubiquitous. They are the stuff of our daily lives. TV series like *Once Upon a Time*, *Grimm*, and *Beastly*—and recent films like *Into the Woods*, *Maleficent*, and *Frozen*—

are evidence that the familiar tales of witches, sorcery (both good and evil), dark woods, virginal young women and brave rescuers still attract audiences even hundreds of years after their earliest versions circulated the villages and towns of northern Europe, Asia and Africa on the lips of storytellers.

In this course we'll try figure out just what it is about these stories that we have found so compelling across the centuries and across so many cultures and retellings. Is it the "timeless" themes? Is it the happy endings? (Are they always happy?) Do the anxieties of fairy tales (evil step-mothers, poison apples, dangerous forests, etc.) still somehow speak to us in 2015?

In order to answer these questions, we'll keep ourselves busy reading stories (old and new), watching films (old and new) and considering what a few fairy tale "experts" have to say. Be prepared for non-stop but quick reading and a fair bit of out-of-class film watching so that we have plenty to talk about.

Assignments will vary from regular short journal-like writing assignments to a brief midterm group presentation, and a final analytical and/or creative project of your own devising. There will be plenty of room for imaginative reflection in this course!

Be ready to work steadily, but also to have fun. And beware poisoned apples.

*"In this course we'll try figure out just what it is about these stories that we have found so compelling across the centuries and across so many cultures and retellings."*



Illustration by D.J. Munroe  
(after Gustave Doré)

## Class Details

### The Plot & Characters

There are 3 essential pieces to this course:

#### 1. Required Readings

- ✧ *The Great Fairy Tale Tradition: From Straparola and Basile to The Brother's Grimm* (Ed. Jack Zipes)
- ✧ Other, as assigned

#### 2. Class Participation (20%)

This comprises:

- ◆ Attending both T & Th classes regularly
- ◆ Participating and engaging consistently in classroom activities including discussions (both Tues/Thurs)
- ◆ Coming prepared to class
- ◆ Turning assignments in on time
- ◆ Contributing fully to group work

#### 3. Assignments, Written & Other<sup>‡</sup> (and % of final grade)

◆ Biweekly* Thought Papers	25%
◆ Biweekly Discussion Starters	10%
◆ In-class group work	10%
◆ Midterm Presentation	15%
◆ Final Project	20%

\*Biweekly is the goal; holidays, etc. sometimes interfere

<sup>‡</sup>Please note that the resume assignment (Tuesday class) will count toward your Assignment and Participation grades!



#### "Fairy" tale?

Not so much because of any fairies, *per se*. Fairy has perhaps more to do with fate—in the Latin *fatum*: "*Fatum*, literally, that which is spoken, the past participle of the very *fari*, to speak, gives French *fée*, Italian *fata*, Spanish *hada*, all meaning 'fairy', and enclosing connotations of fate."

Marina Warner, *From the Beast to the Blonde: On Fairy Tales and Their Tellers* (1995)



## The Setting

### More on Participation

{a brief word on attendance}

This section is here just so we're all 100% on the same page (as it were).

You aren't graded on attendance *per se*; you are graded on participation. Clearly it's difficult to achieve "participating...consistently in classroom activities including discussions" if you're regularly absent. Therefore, let's agree upon this:

You get one freebie. Missing more than one class without letting me, Susana, or Allison know before class meets may affect your participation grade (and therefore your final grade) adversely.

If you miss more than 3 classes, with or without notice, I will ask to meet with you to discuss what's going on. I will accommodate absences for religious holidays and UConn-sanctioned activities (away games, etc.) *with advanced notice*.



*Illustration by  
Gustave Doré*

## More on the Assignments

*Thought Papers* are 1-page (minimum) carefully-written reflections on or responses to a topic. These papers might also take the form of creative/other short written work.

*Discussion Starters* are a bulleted list of 3 (minimum) to 5 questions or comments that would enable you, without further preparation, to launch a discussion on an assigned text (story, film, etc.). You don't have to have all the answers, just the questions!

*In-Class Group Discussion/Presentation* will occur when I informally break you into groups, have you work together on a given topic, and then ask you to very informally present the highlights of your discussion/work to the class.

The *Midterm Presentation* is a group (max. 10 minutes) presentation on a topic of your group's choosing. This is often a "prop-heavy" presentation, meaning that you might incorporate a YouTube video or some other media into your presentation. I only ask that your voices are heard about 50% of the total time.

The *Final Project* is your chance to shine. You'll get a much more detailed description of this later on. For now, just know that I strongly (strongly) encourage you to do something "creative" with this project—anything goes, really, so long as it shows strong interpretive/analytic skills and appropriate rigor. I'll try to inspire you with examples of projects from previous semesters!

*"It has generally been assumed that fairy tales were first created for children and are largely the domain of children. But nothing could be further from the truth." Jack Zipes, *Spells of Enchantment: The Wondrous Fairy Tales of Western Culture*. (1991)*



# And They Lived Happily Ever After

## The Setting, Cont.

### So How Do I Get An A?

- ◇ Participate regularly to the best of your ability both T/Th
- ◇ Take all work seriously. In other words, write less if writing more means just filling up the page. I value rigor above length. I want to "see" your thinking process in whatever you do.
- ◇ Be a good citizen in class (in both classes!)

### Good Citizenship Means

- ◇ Academic honesty (let's discuss if you ever perceive gray areas!)
- ◇ Respect for each other. Engaged debate can be energizing. Snarky, teasing, judgmental or dismissive comments kill conversation and create a hostile classroom.

### Accommodations

Please contact me by email or phone to discuss academic accommodations that may be needed during the semester due to a documented disability. If you have a disability for which you wish to request academic accommodations and have not contacted the Center for Students with Disabilities (CSD), please do so as soon as possible.



*Illustration on first page  
by Arthur Rackham*

### Contact Info

Dr. Susanna Cowan  
a.k.a. "Dr. C"

Director, Summer & Winter Programs  
Wilbur Cross (main floor)  
susanna.cowan@uconn.edu  
(email is best)  
860-486-7120

*Note: I only check email regularly M-F*

*"Mirror, mirror on the wall — who's the most interesting fairy tale character of all? Nothing against Snow White, but it's the lady with the poisoned apple."*

*Nara Schoenberg, "Some Moms for the Books," Hartford Courant, Sunday, May 12, 2013.*

UNIV 1784 Syllabus  
Into the Woods: Fairy Tales and the Stories They Tell  
Tues. 3:30-4:20  
Buckley 119

**Facilitators:**

Name: Allison Finn  
E-Mail: allison.finn@uconn.edu  
Phone: 781.640.8851

Name: Susana Barragan  
E-Mail: susana.barragan@uconn.edu  
Phone: 860.334.0828

**Expectations and Purpose:**

The Tuesday classes of this UNIV 1784 course are designed to help you, as a first-year UConn student, acclimate to life at UConn and the Honors Program. As your facilitators, we hope to successfully introduce you to the various programs and resources that UConn, including the Honors Program, has to offer. In addition, we will readily answer any questions about UConn. As such, you are expected to treat this course with the same respect you would give a regular class. This entails constant attendance and active participation in class activities and discussions. Class norms will be established on the first day of class and posted on HuskyCT for future reference. In all, we hope to have a productive and fun semester ☺

**Fall 2015 Schedule:**

Date	Activity
9/1	Welcome/Syllabus <ul style="list-style-type: none"><li>• <i>Icebreaker: Speed Dating</i></li><li>• Establish class norms (Will be posted on HuskyCT)</li><li>• <i>Activity: Letter to Self</i></li><li>• <i>Icebreaker: "Move If"</i></li></ul>
9/8	Trip to the <b>Dairy Bar</b> (Meet in Buckley) <ul style="list-style-type: none"><li>• <i>Icebreaker: Line game</i></li></ul> <b>**The involvement fair is tomorrow (Sept. 9 2pm-7pm) on Fairfield Way**</b> <b>*The last day to add/drop course is Monday, Sept. 14*</b>
9/15	Visit to <b>Ballard Institute and Museum of Puppetry</b> <ul style="list-style-type: none"><li>• Meet in Buckley to walk over together</li><li>• <i>Activity: UNIV Idol</i></li></ul>
9/22	Guest Speaker: Active Minds <ul style="list-style-type: none"><li>• Organization that educates college students about campus mental health, raising awareness and reducing the stigma</li><li>• Please come to class with questions or comments for the guest speaker</li></ul>
9/29	Discussion Day: Honors Requirements & Class Registration <ul style="list-style-type: none"><li>• <i>Icebreaker: UConn Scattergories</i></li><li>• UConn flash drives will be given out</li></ul>

	<ul style="list-style-type: none"> <li>• Please come prepared with questions or comments on these two topics</li> <li>• Topics can include StudentAdmin, AdvApp, Sophomore Honors, etc.</li> </ul> <p><b>**Attendance is strongly encouraged as information given is very important**</b></p>
10/6	<p>Academic Citizenship Day:</p> <ul style="list-style-type: none"> <li>• <i>Activity: Academic Citizenship Jeopardy</i></li> <li>• Please come prepared with your personal definition of academic citizenship and be ready to discuss it</li> </ul>
10/13	<p>Guest Speaker: VAWPP (Violence Against Women Prevention Program) Consent 201</p> <ul style="list-style-type: none"> <li>• Program dedicated to educate and address on all forms of sexual violence</li> <li>• Will be an interactive discussion</li> </ul>
10/20	<p>College Life Issue Day</p> <ul style="list-style-type: none"> <li>• <i>Icebreaker: Pictionary</i></li> <li>• Discussion on the topic the class chose <ul style="list-style-type: none"> <li>○ How realistic and relevant is it regarding college life?</li> <li>○ What does it say about the issue chosen?</li> <li>○ What are some valid/invalid points?</li> </ul> </li> </ul> <p><b>**Fall Honors Ceremony is tonight: Attendance is <u>mandatory</u>!!**</b></p>
10/27	<p>Resume Writing Presentation</p> <ul style="list-style-type: none"> <li>• <b>Please bring an updated resume to today's class</b></li> <li>• Guest speaker from the Center for Career Development (CCD) will discuss how to strengthen your resume</li> <li>• Additional informational materials will be uploaded to HuskyCT as reference for when creating your resume</li> </ul> <p><b>**Registration for Spring 2015 classes begins Oct. 26. Check for your registration date on StudentAdmin**</b></p>
11/3	<p>Game Day</p> <ul style="list-style-type: none"> <li>• <i>Activity: Running Story</i></li> <li>• Bring any fun games you may have</li> <li>• Other activities will also be planned</li> </ul>
11/10	<p>Discussion Day: Choosing Housing</p> <ul style="list-style-type: none"> <li>• Tours of Honors Housing such as Wilson, Brock, and CTC</li> <li>• Explanation of the housing selection process including dates, picking roommates, etc</li> </ul>
11/17	<p>Visit to <b>PRLACC</b></p> <ul style="list-style-type: none"> <li>• Meet in Student Union entrance on Fairfield Way (directly across the Business School)</li> <li>• Visit will include a discussion on microaggression</li> </ul>
11/24	<b>No class: Happy Thanksgiving ☺</b>
12/1	Guest Speaker: Sexperts

	<ul style="list-style-type: none"> <li>• Organization that promotes “positive and responsible health to UConn students”</li> </ul> <p>Please come to class with any questions you may have for our speakers</p>
12/8	<p>Last Class: Pizza Party!</p> <ul style="list-style-type: none"> <li>• <i>Icebreaker: Rap Battles</i></li> <li>• Distributions of Class Superlatives so prepare your acceptance speeches!</li> <li>• Receive the letter you wrote to yourself on the first class of the semester</li> <li>• <i>Activity: Warm and Fuzzies</i></li> </ul> <p><b>**GOOD LUCK ON FINALS**</b></p>

# **Race, Gender and Sexuality in Post-Apocalyptic TV and Film**

UNIV 1784



## **Objectives:**

By the end of this course you will be able to:

- Define basic terms such as: gender, feminism, sexuality, queer, hegemony, popular culture, apocalypse, etc...
- Assess popular culture post-apocalyptic televisual narratives for ways in which race, gender and sexuality are stereotyped or resisted
- Speculate on the reasons we tell apocalyptic tales and the material consequences of the tales we tell
- Use feminist and/or queer and/or critical race theories to analyze popular culture narratives



## TEXTS

We'll be watching a lot of movies and TV this semester; not all of these are available through our library, which means you need to find them some other way.

When they are available at the library, it is hard copy on reserve, not streaming ☹️

All required viewing is available on Amazon. Most cost no more than \$2.99 and several cost \$1.99

I have also noted when a movie or TV show is available on Netflix

Additionally, your TAs and I will host at least a couple of movie nights, as noted on the syllabus.

Some of the films and TV shows are rated R for violence (**GRAPHIC**) or just general grossness. Please let me know at least one week in advance if you need an alternative viewing assignment.

Other than films: There are a few readings online (the url is indicated in the assignment calendar below, or they will be posted as a pdf on our Huskyct site). The only **REQUIRED** text to purchase other than films/TV shows is:

***Race, Gender and Sexuality in Post-Apocalyptic TV and Film* from Palgrave MacMillan.**

This book will be available electronically through the library. Go to:

<http://uconn.ebib.com.ezproxy.lib.uconn.edu/patron/> to look it up, or you can simply look it up in the Homer catalog.

The book will not be released until Thursday October 8 and thus the coop could not order it. If you want your own copy I recommend pre-ordering it to make sure you receive it as quickly as possible – your first readings from this book will be due October 26, and we will use the book for the rest of the semester to help us discuss the films and TV shows we watch in the first half of the semester.

**Alternatively:** The publisher currently has this book listed at a shameful, ridiculous price. I will have a copy available to share, but you **MUST** borrow it on a Monday and **RETURN** it to your TAs that Wednesday **OR** borrow it on a Wednesday and **RETURN** it to me on the following Monday so that others can also access it. You can make your own pdf copy of the readings on the first floor of the library ( due to copyright laws I'm not allowed to make and distribute these copies, but you as an individual can make them for yourself). I've asked the library to order it as well. You might also consider purchasing a copy with a classmate or two to split the cost. If you wait until after October 8 you'll likely find it used for a slightly cheaper price, but be sure to rush the shipping. You can also check half.com, Powells.com, etc.

*\*please note: I'm the editor of this book, but neither I nor the other contributors to this book make a dime off your purchase; ask me why.* I've assigned this book because the chapters are really good, they cover stuff I can't adequately cover with only a 50 minute class, they will guide you in thinking critically about post-apocalyptic narratives, and I assign too many of them to make them available as pdfs without breaking copyright laws (which UConn really frowns on).

## **ASSIGNMENTS:**

There are very few assignments for this portion of the course.

### **1. Huskycy post:**

Your entry ticket into each week's class is a Huskycy post the week's viewing and/or reading. In this response, please think about THEMES –what's recurring (what themes are you seeing more than once?), what really stands out for you, how does this text (either visual or written) “treat” race, gender, or sexuality (what is it SAYING about these things?), etc.

Your response can be as short as one paragraph and in fact should not be much longer. It should be posted on Huskycy NO LATER THAN Sunday morning of each week. This is to allow others enough time to respond to your post.

You must also respond to at least one other person's posted response.

This is done on Huskycy in the discussion section (we'll go over that in class) and must be completed by 1 PM on the day we meet (Monday).

To sum:

One response from you, posted by Sunday morning

One response to at least one other person's post before 1:30 on Mondays

**This is worth 15 points of your final grade**

### **2. Participation**

You know the drill: regular attendance, on-time, no cell phones, active participation as well as active listening, complete readings and viewings on time (oh, I'll know. Believe me, I'll know), etc. I do not like to hear myself talk (some of you don't believe that), which means I want to hear what *you* have to say.

**This is worth 25 points of your final grade**



### 3. Final Response paper

Your final response paper is your opportunity to synthesize the academic journey of this class (what you learned *academically*) with any personal insights you've gained through this learning. Feel free to address whatever is relevant to you, but please stay focused on the class material. Please choose a citation system and use it consistently and correctly as you **CORRECTLY CITE AT LEAST THREE** class sources. A separate bibliography is not necessary. 3 to 4 pages. **10 points**

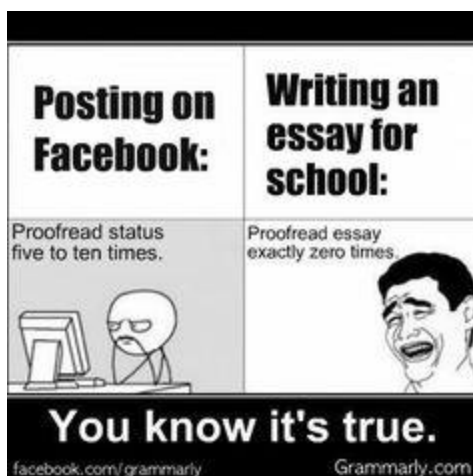
*Please be aware that although this is not a writing course, you are of course expected to write at the college level. I expect that grammar, spelling, etc. will be correct, and that sources will be cited correctly. I am very serious about this – you will lose points if you don't turn in perfection.*



Your final response paper must be **typed, printed, double spaced, 12 point font with one inch margins, AND STAPLED**. Papers are due at the final exam meeting. Papers will be graded for substantive content, style and command of all the technical aspects of writing (including grammar, punctuation and organization). No, I will not provide a rubric. This is not a W class, and I don't want you to write to a rubric. Spellcheck is only the first step in editing your papers! You must cite all sources using a standard academic citation style such as MLA or Chicago. You may not rewrite any assignments.

**Again: do not give me work that is not typed and stapled. I will not accept it. And do NOT email me your work. No, no, no.**

**For the love of all that's sacred: STAPLE your pages. Srsly. And don't write like you're txtng.**



**THIS SYLLABUS IS SUBJECT TO CHANGE. CHANGES, IF NECESSARY, WILL BE DISCUSSED AND ANNOUNCED WITH A MINIMUM OF 48 HOURS NOTICE.**

Please understand that because I grade in points, once you have lost points, you cannot get them back!!! It is a slippery downhill slope.

I will email you if your grade drops below an 84 (that is, becomes a B- or lower).

**GRADES:**

A = 94-102	A- = 90 – 93	
B+ = 87-89	B = 84 – 86	B- = 80 – 83
C+ = 77-79	C = 74 – 76	C- = 70 – 73
D+ = 67-69	D = 64-66	D- = 60 – 63

Grades will NOT be discussed over email; if you have questions or concerns about your grade, please make an appointment to meet with me during my office hours.

**ABSOLUTELY NO CELL PHONES IN CLASS. IF I SEE IT OUT OR HEAR IT, YOU WILL BE ASKED TO LEAVE IMMEDIATELY.**

**YOU ARE WELCOME TO USE LAPTOPS FOR CLASS PURPOSES; HOWEVER, IF I HAPPEN TO SEE ANYTHING AT ALL NOT *DIRECTLY* RELATED TO CLASS ON YOUR SCREEN, YOU WILL BE ASKED TO LEAVE IMMEDIATELY AND WILL LOSE THE PRIVILEGE OF USING YOUR LAPTOP IN MY CLASS. Plus, I will make an ugly scene.**



**ACADEMIC INTEGRITY AND MISCONDUCT:** Simply put, don't plagiarize! I will be checking on and off-line sources for cheating. Always use your own words and cite all of your sources. If you are not sure, don't hesitate to ask! For information about the University's policy and judicial process regarding academic dishonesty, go to [www.dosa.uconn.edu](http://www.dosa.uconn.edu).

Please do not contact me with any technological problems that you may be having with HuskyCT. There is contact information for tech assistance on the homepage of HuskyCt, under "student help". You can also contact the learning resource center – they will be MUCH more helpful than I am able to be.



**OUR CLASSROOM COMMUNITY:** The topics and ideas that we discuss in class will often relate to our daily lives. Because sexism, heterosexism, classism, ableism, racism, homophobia, and ethnocentrism touch each one of us on some level, the topics in this class may challenge you on a personal level and might incite disagreement, sadness, anger, passion, etc... It is important to remember that this class offers a *safe* environment that fosters learning, respect and community. We are here to take risks, stay open-minded, speak up, ask questions and try out new ideas, but the conversations must always remain respectful. Moreover, we should attempt to digest and understand material that makes us uncomfortable before reacting, and be ready to learn and study feminist perspectives that sometimes might be different from what we have learned in the past. People with diverse backgrounds, experiences, and priorities will enrich class discussions and activities. This class values each student's personal knowledge based on life experiences and prior educations. It should also be noted that although the class welcomes personal stories, it is not required; and all discussions should remain connected to our course readings and lecture material. Also, in order to ensure that this is a respectful space, **all cell phones, ipods, mp3 players, etc. must be turned off at all times. I will fly into an uncontrollable rage if I see you txtng or checking your phone.**



A word about Huskycr: we will go over Huskycr briefly throughout the first two meetings. After that, you're on your own to figure it out. Although I'm available to help you, I'm severely limited in my own abilities here; please first try Huskycr help on your Huskycr site, or the learning resource center at the contact above.

**Video** – You will be asked to watch several films on Huskycr OR ELSEWHERE (budget cuts have resulted in the library losing a large portion of its streaming rights. This means UConn can no longer make these films available to you “for free” and the buck has been passed – literally – on to you. On Huskycr you will find links to different places where you can rent or purchase videos. I have noted in the syllabus when they are available on Netflix, but not all of them are. They are all available on Amazon).

If you can't play a required video on your computer, try a different computer. If you are still having problems, try to solve that problem yourself (for example, contact the Learning Resource Center or the library) BEFORE you contact me, because again, the truth is that I will be no help whatsoever.



For assistance with technical issues, please contact the [Learning Resource Center](#) - (860)486-1187

A word about reading assignments:



Don't be this guy. Or, kinda be this guy, but not THIS version of this guy

#### *Students with Disabilities*

If you are a student with a documented disability who will require accommodations in this course, please contact the Center for Students with Disabilities or the University Program for College Students with Learning Disabilities within the first two weeks of the semester and inform me at the beginning of the semester of your disability, how your performance may be affected, and what accommodation(s) you will need. You are always welcome to come see me during office hours for guidance or extra help.

#### *Student Athletes*

If you are a student athlete who will miss class due to an athletic event, you must provide me with documentation at least one week in advance. Your absence will NOT be excused if I don't have documentation at least one week in advance. You are of course expected to make up any missed assignments within 24 hours and get any relevant notes from a classmate. You are always welcome to come see me during office hours for guidance or extra help.

### *Greek Students*

(not the heritage, the system) I understand that being a brother/sister carries certain responsibilities, and many of you will be interested in rushing this semester. I also know that all Greek organizations on campus put academics first. I ALSO understand that at times your Greek schedule clashes with your academic responsibilities. As far as I'm concerned, the academic responsibilities trump the Greek responsibilities; if your schedules conflict, make your choice and understand that there are consequences (but no hard feelings from either me or your Greek siblings, I'm sure).

### **ATTENDANCE:**

Of course you are expected to attend class; of course missing class, coming late, or leaving early will impact your grade. How can you participate if you aren't there?



(it could happen)

Do not email me with your reasons for missing class; you're a grown up, I don't need to know. Just get to class or understand that missed classes impact your grade. If I get to a point where I can't remember what you look like, I'll email you with my concern.

**Please don't hesitate to see me if you have questions or concerns.** I'm available most Monday and Wednesday mornings. It is to your benefit to email and make an app't before you stop by my office, cuz I am one busy woman and there are constant fires waiting for me to put them out. The best way to reach me is at [barbgurr@gmail.com](mailto:barbgurr@gmail.com). Please allow 48 hours for me to respond. I do have a life, people.

## **Assignment Calendar:**

**8/31:**

Introductions

What is the Apocalypse?

**9/7**

No class meeting. Appreciate labor unions.

**9/14 What does the Apocalypse teach us?**

Please read for today:

Gurr “After the Apocalypse Ends, Again” (pdf on Huskyct)

Dodson “Post-Apocalypse Films” (pdf on Huskyct)

Don’t forget to post on Husky!

**9/21 Afro-futurism**

Please watch for today:

*The Book of Eli* (available on Amazon)

Don’t forget to post on Husky!

**9/28 Afro-futurism**

Please watch for today:

*After Earth* (available on Amazon)

Don’t forget to post on Husky!

**10/5 Dystopian landscapes and toxic masculinity**

Please watch for today:

*Mad Max* (all 3 of the original *Mad Max* trilogy would be awesome, but you’re only required to watch any one of the three, take your pick. Do NOT watch the 4<sup>th</sup>!) (Available on Amazon)



Don't forget to post on Husky!

**Make sure you order your textbook this week!!**

### **10/12 What do you see?**

Please watch for today:

*The Hunger Games* (all 3 would be awesome, only the first is required) (DVD at library; available on Amazon)

Don't forget to post on Husky!

### **10/19 What we don't see when we see what they tell us to see**

Please read for today:

Burke and Kelly "Visibility and Invisibility of..." (pdf on Huskyct)

Don't forget to post on Husky!

***Tuesday 10.20: Fall Honors Ceremony!***

### **10/26 Infections, plagues and zombies, oh my!**

Please read for today:

Booth "Organisms and Human Bodies" (RGS)

Please watch for today (choose one):

*Night of the Living Dead* (DVD at library; Available on Amazon)

(Please be aware that this relatively low-budget film, released in 1968, was swiftly both immensely popular and immensely censored. It has been called an "unrelieved orgy of sadism" and FOR SURE has some nasty parts)

OR

*Zombieland* (Available on Amazon; also has some violence)

Don't forget to post on Husky!

### **11/2\* Zombie love**

Please read for today:

Lavin and Lowe “Cops and Zombies” (RGS)

Berger “Propagation and Procreation” (RGS)

Please watch for today:

Season 1, episode 1 of *The Walking Dead* (available on Amazon and Netflix) (and...violence)

Please take the Ultimate Zombie Survival Quiz at: <http://zomboid.com/zombie/>

Don't forget to post on Husky!

**\*this is a big assignment week**

### **11/9 Gettin' rid of those pesky Natives...**

Please read for today:

Gurr “Masculinity, Race, and the (Re?)Imagined Frontier” (RGS)

Please watch for today:

Episode 1, Season 1 of *Falling Skies*

Episode 1, Season 1 of *Jericho*

*Optional, not required:* Episode 1, Season 1 of *The 100*

(All of the above are available on Amazon and/or Netflix)

Don't forget to post on Husky!

### **11/16 The more things change, the more they don't**

Please read for today:

Sumerau and Jirek “Post-Apocalyptic Inequalities” (RGS)

Please watch for today:

Season 1, Episode 1 of *Firefly* (available on Netflix and Amazon)

Don't forget to post on Husky!

### **11/30 Hope for the future?**

Please read for today:

Harris “Woman as Evolution” (RGS)

Please watch for today:

*Resident Evil* (all 4 would be great; only the first is required); available on Amazon

Don’t forget to post on Husky!

***Please note: Mad Max Fury Road*** (assigned for next week) ***will be shown on Wednesday 12/2, 6 pm in the Class of 47 room at the library***

### **12/7 After the Apocalypse...**

Please read for today:

Gurr “Afterword (Afterward)” (RGS)

Please watch for today:

*Mad Max: Fury Road* (available on Amazon)

Don’t forget to post on Husky!

***Please note: we do meet during the final exam meeting time.***



<b>UNIV 1784 - Section: 22 - Race, Gender, and Sexuality in Post-Apocalyptic TV and Film</b>		
Kevin Fitzgerald: (860-222-4065) ( <a href="mailto:kevin.fitzgerald@uconn.edu">kevin.fitzgerald@uconn.edu</a> ) Mohit Patel: (203-240-6837) ( <a href="mailto:Mohit.patel@uconn.edu">Mohit.patel@uconn.edu</a> )		
Details: 1:25 – 2:15: Mondays (Professor Gurr) and Wednesdays (Mohit and Kevin) – Storrs Hall 11		
<p><b>Welcome to UNIV-1784 we have an exciting and fun semester ahead of us in which we will learn about each other and UConn. Respect holds an important place in our classroom, both for one another, our guests, our non-UNIV peers, and ourselves; therefore respect is required in every activity of every class. Class attendance is mandatory and students are expected to complete assignments on time, if a conflict arises please contact a facilitator before the next class. Students will be responsible for their own learning and accountable for their actions, this includes coming to class on time and prepared to participate and learn. Participation in class activities is required and will be graded for credit. Please contact either facilitator with questions and concerns, they are valuable campus resources and excited to help with your transition to UConn!</b></p>		
<p style="text-align: center;"><b>Grading:</b></p> <p><b>Participation:</b> Participation is monitored in class to ensure that every student is contributing. Students shall receive up to three points per class for a total of 42 points, students can only earn a total of 40 points, giving them a two point safety net.</p> <p><b>Class Assignments:</b> Ten points will be allocated to Facilitator Assignments. <b>DON'T WORRY</b> these assignments will be short and easy to complete.</p> <p><b>Facilitator Section shall be worth 50% of the final UNIV-1784 grade.</b></p>		
<b>UNIV Schedule</b>		
Sept. 2	Introductions and Icebreakers	
Sept. 9	Involvement Fair Scavenger Hunt	Activity Day
Sept. 16	Trip to the Dairy Bar	Activity Day
Sept. 23	Academic Citizenship Day	
Sept. 30	Discussion Day on Roommate Issues and Expectation Days	College Issue Day
Oct. 7	Student Health and Wellness Speaker	Speaker Visit
Oct. 14	Violence Against Women Workshop	Speaker Visit
Oct. 21	Discussion of Honors Requirements and Sophomore Honors	Discussion Day
October 27: Fall Honors Ceremony: ATTENDENCE MANDATORY		
Oct. 28	Resume Writing Workshop	Resume Workshop
Nov. 4	Visit to Academic Achievement Center	Visit to Cultural Center
Nov. 11:	Campus Dorm Tour – CTC, Wilson, Brock	Discussion Day
Nov. 18:	Visit to Asian-American Cultural Center	Visit to Cultural Center
Nov. 25: Autumn Break		
Dec. 2	Husky Basketball	
Dec. 9	Conclusion and Visit to Student Wellness Center	

UNIV 1784, Honors FYE, 1-credit, Issues in the News, 2016

I. Each week you will post 2 news stories by the end of the day on the Sunday prior to class.

Include the following:

A. Identify the source.

If it is electronic, identify the site, provide the title of the item and provide a link or address.

If it is from a broadcast identify the show, station, day, and approximate time.

If it is written, identify the paper or magazine or journal, the title of the piece, the page, and date.

B. Provide a brief summary of the topic, issue or item of news.

Do not post entries in advance. Post them between Wednesday night and Sunday night prior to class.

A rare exception when you anticipate being unavailable is okay.

How to enter your post:

1. Open the topic named with the date of our next class meeting.
2. Hit the button named "create message".
3. Write your entry following the instructions above.
4. When you are done, hit the button named "post".

II. On Monday, Tuesday, or before class Wednesday, see what others have posted for the week.

To read posts submitted by others merely open the topic with the desired date.

All posts submitted for that class will appear. Open and read them one at a time.

When we enter the classroom we will be familiar with everyone's posts. That will enable us to quickly decide which topic or topics to discuss and pursue in class.

III. At the start of class, each week, we will select a topic to discuss and investigate for the next class meeting.

IV. Between classes, learn what you can and consider the topic that we chose at the previous meeting and will discuss at the next meeting

V. When you are viewing someone's post, there will be an option to reply or respond. At any time, you can post comments on your news item or any classmate's news item, or any classmates posted comments by responding to the post that already appears. This allows us to continue discussions outside of class.

Choose one from among VI, VII, and VIII

VI. Select a topic or news issue. Find one faculty member in your major discipline, or in a department that you are considering for a major, to supervise your project. Under the guidance of that faculty member, use that discipline to investigate your chosen issue. The faculty member has to agree on the topic and determine the nature of this assignment. This supervising faculty member determines all aspects of this assignment, including your obligations, when you meet, the form of the finished product, and your grade for the assignment. My input will include that this is a freshman level 1-credit course, so the assignment needs to be modest. Students do not yet have discipline specific skills. This exercise is a guided introduction to research in the discipline using an issue of interest to the student. The finished

product can be a short paper, a research proposal, a summary of a small sample of analyses already in print, or any beginning exercise deemed realistic and worthwhile. This has the potential of being a first step toward a full research project completed later in the student's undergraduate career. This option targets social science majors, business majors, and in some cases science majors.

VII. Write for the campus student newspaper. Contribute 3 articles on issues in the news during the semester. Work with experienced members of this student group or club, the faculty supervisor of this group or club, and/or the Writing Center to improve your ability to perform this activity. This option is designed for English majors, journalism majors, and others interested in developing this type of writing skill.

VIII. Meet with me 7 additional times, at a time to be determined by the participants. In this extended time, we will learn a small amount of the history of mathematics, the foundations of mathematics and model theory, and some of the philosophy labeled as post-modern. This will include a brief introduction to some of the work of the Pythagoreans, Cantor, Gödel, Wittgenstein, and Derrida. This will be a "light" introduction exposing students to a small and accessible sample of methods and ideas that have the potential of influencing how we analyze issues in the news. We will re-examine topics and consider everyday scenarios to see if this exercise provides us with new approaches or insights to the issues that we encounter. This option is for students who would rather be exposed to abstract math concepts and potentially new ways of thinking than take on additional writing assignments.