This class is about love, desire, happy endings and guilty pleasures. Over the course of the semester we will examine the representation of relationships across popular culture. The class will examine a variety of media texts, including: *It Happened One Night*, *Before Sunrise*, *Looking*, *The L Word*, and *True Blood*. This course asks: How do popular media represent gender, sexuality, and partnership? If genre is a space where we work through and rework cultural norms, what conversations are romantic stories having with us? How do happy endings and romantic fantasies intersect with the realities of class, race and sexual orientation? What social conflicts do these stories seek to mediate? Finally, how are relationship stories constructed for different audiences and organized across different media forms? This course takes up these questions by examining the role of genre in our culture and exploring what relationships look like in print, on film, and on the television screen.

In this class there are two types of texts and materials assigned: theoretical readings and the various works of fiction (literature, film, television, etc.) that we will be analyzing in class. The bulk of your readings will be uploaded to the MyCourses course site (http://mycourses.rit.edu). You are free to save the articles and read them offline, print your own hard copies, or read them online. Most of the class screenings will also be available on MyCourses via a link to the RIT Library’s media streaming site.

In addition to those materials, you will need to purchase the following books:

- *The Flame and the Flower* by Kathleen Woodiwiss (1972)
- *Odd Girl Out* by Anne Bannon (1957)

If you are unable to access a required reading or screening for any reason (technical issues, class absence, etc.), it is your responsibility to take steps to access this material, get help as needed, and come prepared to class.
Course Expectations & Requirements

Your final grade is calculated in the following way:

- Attendance & Participation (15%)
- Weekly MyCourses Posts (25%)
- Discussion Kick-Off (10%)
- Midterm & Final Projects (50%)

Attendance & Participation (15%)

Course participation is vital to your success in this class. Your opinions, feedback, and ideas are invaluable to your classmates. We want to hear your voice! Participation is not just about being present in class. Your participation grade takes into account your contributions in class, on MyCourses, and your overall preparation for class discussion. It is important that you come prepared and ready to share your questions, ideas and insights. If you are regularly unprepared and/or miss assignments this will seriously impact your grade. Using technology in class for non-class related reasons will also impact your grade.

Class Attendance Policies

Since this class relies heavily on the active participation and presence of all students, missing more than six classes will result in an automatic failure of the class. That’s the equivalent of missing two weeks of class this semester.

A few key points on attendance:

- I do not differentiate between excused and unexcused absences. You don’t need to tell me why you’ve missed class; you are simply absent and have a bank of 6 absences to use. For students going over the absence limit, extenuating circumstances (a death in the family, serious illness, etc.) are considered on a case-by-case basis. For these exceptional situations, you may be required to provide documentation.
- I take attendance at the start of class. If you miss the attendance/roll-call you are late. Being late twice counts as one absence.
- If you fall asleep in class, this means you are not present and will be marked as absent for the day.

If you miss a class:

- You are still responsible for turning in your work on time. (Assignments should be posted to MyCourses as usual.)
- You are responsible for speaking with your classmates to collect any documents, notes or news. Copies of all assignments will be posted on MyCourses. You are responsible for looking up this information. I will not recap missed classes over email. However, you are welcome to come to my office hours to review the missed material and/or address any questions you have.
- You are expected to make up missed material on your time and come prepared for the next class.
**Weekly Assignments (25%)**

Our week is divided into three class sessions: First, our week is kicked off with a primer on the week’s materials and we work through the week’s theoretical readings (typically, Mondays). Next, we meet and begin watching the week’s screening (typically, Wednesdays). Finally, we meet and discuss the week’s materials. We look at them, talk about composition choices, how they engage the viewer, etc. (typically, Fridays). The major exceptions to this pattern are holidays and weeks when we are working with a novel instead of a film or television show. There are assignments due for nearly every class. These typically take the form of 1) a quick check-in post (before we discuss the week’s theoretical readings) or 2) a reading/screening response post (before we discuss the week’s screenings). These are due on MyCourses by 10:00am on the day of class.

**Check-In Posts**

Check-in posts are quick responses to the theoretical readings. They are due nearly every week of class, typically on Mondays. In a check-in post, you share your immediate reactions to the readings. These posts should be short and focused.

All check in posts are graded pass/fail. You get credit simply for doing them. By 10:00 am on the relevant days of class, post in the discussion forums and briefly let me know how you’re doing:

- Tell me the **one thing you want to review the most**. Be as specific as you can. Give me a page number/quote to work with.
- Identify the **one piece of the reading you feel you understand best**. Be as specific as you can. Give me a page number/quote to work with.
- Feel free to also post a question, discuss a term you had to look up, or share something you find useful. Is there something you needed to look up? Tell us! Someone else if probably wondering too! Is there something you think relates and that we should discuss in class? Link it! All of this info can get added to the discussion forum.

Essentially, check-in posts give me a quick poll of where the class is at overall. It also gives all of you a way to help each other out. I will build our class discussion around your responses, so come to class ready to discuss what you have posted online.

**Response Assignments**

Each response assignment is expected to be at least 200 words long. You will typically find yourself writing 2-3 paragraphs. Responses are graded on a scale of 1-10 points using the following rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No Credit Unsatisfactory. Does not meet minimum requirements</td>
</tr>
<tr>
<td>6</td>
<td>Below Average. Struggling to meet minimum requirements.</td>
</tr>
</tbody>
</table>
8 Points  Average. Meets minimum posting requirements.
10 Points  Excellent. Goes well beyond minimum requirements.

You are required to complete 9 response assignments this semester. This means you will be given an assignment prompt nearly every week of class (there will be about 12 opportunities for response assignments), but you only need to complete this assignment 9 times. Be strategic and careful with this number. For example, if you submit work for all of them, the three lowest grades will be dropped automatically. If you have less writing experience, this might be a smart strategy for you. Alternatively, you may want to plan ahead so that you can skip reading responses on weeks when you have projects due. Finally, don’t forget to keep track of your numbers. I will not keep count for you. It is up to you to make sure you are getting these 9 required assignments done.

In order to receive credit, your response must do the following: Responses must fully address the assignment prompt. They also need to work carefully with the week’s readings and assigned materials. Working with the class readings/materials means quoting, citing, and explaining. In each response assignment you are expected to 1) cite the readings and work with the author’s words, 2) use clear and specific examples from the books, films, or TV shows you are assigned to support your claims (i.e. pointing to specific moments as evidence). If you are looking at an additional text (webpage, game, etc.) you are still expected to cite as well as use clear and specific examples.

Discussion Kick-Off Assignment (10%)
Each student in class is responsible for kicking off class discussion once. Each week, groups of 2-4 students will prepare a “primer” of useful background information and contexts for the week’s readings/screenings. Groups will post the primer on MyCourses for all students to look at/utilize. At the start of class, each group will briefly talk the class through key points on the primer.

The Primer
Each student will sign-up for a particular week of class. For your assignment, you and your group members are responsible for researching the media assigned for the week (books, films, TV shows) and identifying important resources and useful pieces of information to share with the class. Your will work on the primer ahead of time and post it Sunday evening by 11:59pm.

Think of the primer as an annotated list of resources/information about the text. Each primer should make an effort to address some of the following aspects of the readings/screenings:

1. Relevant historical context on the genre the reading/screening is associated with.
2. Useful information about the reading/screening’s production environment/medium.
3. Public reactions and responses to the reading/screening during its initial release.
4. Context on how the reading/screening was originally marketed, its target audiences, distribution patterns, etc.
5. Relevant historical context for the period when the reading/screening was produced.

This is a list of options. You do not need to cover each and every one of these categories in each primer. Each reading/screening we look at is different and will have varying types of information available. Instead, you should use your best judgment as researchers to identify relevant and helpful resources and pieces of information to share with the class.

After doing some initial research on the reading/screening, talk with your group members and identify which background information you believe is most important for the class to know. Then, divvy up the workload and start compiling your research into a primer. In draft form, your primer will probably start as a simple list of useful resources and facts. However, everything on the primer must be explained and contextualized. For each resource or piece of information you provide, you need to explain why you are providing this information, cite where it is coming from, and summarize what the resource is/what this information helps us understand about the reading/screening. As long as you cite your sources, your group’s primer can include images, video, etc.—whatever you think will be useful. If you include these things, be sure to identify what we’re seeing, why you think it is useful, and what we learn from it.

Each primer should be roughly 300-500 words. (Although, this is a loose number, given that much of the information on the primer will be links, quotes from other sources, clips and images, etc.) All information on the primer must be linked to a credible source that is appropriate to academic work. That means, no citing/quoting Wikipedia. Wikipedia is a fantastic starting point, but if you use it you need to trace the information there to a reliable source and give that source credit.

Important Note: You do not have any check-in posts or response assignments due the week you submit your primer.

Discussion Kick-Off
On Monday in class you will have 5-7 minutes to walk us through your primer. Point out your major insights, the pieces of background information you find the most interesting and helpful. This presentation should be short and efficient, no need to be fancy. Before you come to class, talk with your group and determine what your major insights are.
Figure out who in the group will say what and make sure you fit within the 5-7 minute mark. (Given our short 50-minute class time, groups will not be able to go over the 7-minute mark.)

The primer and discussion kick-off are graded on a scale of 1-10 points using the following rubric:

- No Credit: Unsatisfactory. Does not meet minimum requirements
- 6 Points: Below Average. Struggling to meet minimum requirements.
- 8 Points: Average. Meets minimum requirements.
- 10 Points: Excellent. Goes well beyond minimum requirements.

**Midterm & Final Projects (50%)**

The midterm will be a 3-4-page paper (20% of final grade). The final will be a slightly larger 5-7-page paper (30% of final grade). More extensive instructions will be given in class.

**Extra Credit Opportunities (5-7 bonus points)**

Several extra credit assignments will be offered in our class. Most of these will be assigned verbally during class. However, there is one long term extra credit assignment:

*Screening Notes*

Taking notes while screening films and watching television is an important habit to develop. It gives you a record of the things you noticed while watching, letting you see trends in your own thinking. It also gives you a useful archive to return to when writing your class papers and responses. To help you develop this practice I will provide a few quick items to look for each time we watch something in class. I will also often ask you about your notes as part of our class discussions.

Everyone takes notes in their own way and what you notice is up to you. However, I expect all students to make a good faith effort at taking notes each week. Generally, you are expected to have at least one full page of notes per film/TV show. Once you get in the habit of it, you will find yourself writing down more and more each time.

If you keep all your notes and turn them in at the end of the semester I will give you extra credit points for taking notes regularly.

**Grading and Assessment**

Here is a breakdown of how grades are assigned in this class:

**A:** Excellent work. Student goes well beyond minimum assignment requirements. Student pushes themselves and their skills, is conscious of their peers, makes strong and useful contributions to class discussions, and makes significant effort to collaborate with peers. Student's work is original, inventive and creative. Work uses clear and focused arguments
that are accompanied by careful use of strong evidence and analysis. Work is well organized, clearly written, and communicates its ideas in effective and compelling ways.

B: Above average work. Student exceeds minimum assignment requirements. Student pushes themselves and their skills, is conscious of their peers, makes regular contributions to class discussions, and regularly collaborates with their peers. Student’s work has clear and focused arguments that are accompanied by strong evidence and analysis. Work is organized and communicates its ideas effectively ways.

C: Average work. Student meets minimum assignment requirements and class participation requirements. Student’s work is relatively organized and coherent.

D: Below average work. Student work does not meet or only meets a few of the minimum assignment requirements and class participation requirements. Student’s work may struggle with organization and coherency issues.

F: Unsatisfactory work. Student work does not meet minimum assignment requirements and class participation requirements. Student’s work may struggle with significant organization and coherency issues.

Work Submission Requirements

Most of your work this semester will be submitted on MyCourses. Feedback will be giving using the TurnItIn commenting/grading features built into MyCourses. Documents uploaded to MyCourses can only be submitted in the following formats: .doc, .docx, .rtf, .pdf. The TurnItIn commenting options on MyCourses do not work well with .odt, .pages, and .wps files. If your word processing software does not automatically save in one of the acceptable file formats, it is your responsibility to convert your work as needed. If you have questions about converting files or using MyCourses, please see me or ask the IT Help Desk.

Email

I will frequently use email to contact the class. Make sure you have access to your rit.edu email address and be careful to regularly check your email, even on the days we do not have class. Missing an email will not excuse you from missed assignments or late work.

You are welcome to email me with any questions and concerns you have about the class or your work. I generally respond to email quickly and you can expect a response in 24 hours. If you do not receive a response from me in 1-2 days, please email me again. I do receive a lot of email daily. It’s rare, but occasionally someone gets lost in the shuffle or inexplicably stuck in a spam/junk mail filter. Failure to follow-up with me regarding emails or questions asked in class will not excuse you from missed assignments or late work.

Our relationship is a professional one and I expect our email exchanges to be professional as well. Take the time to look into questions and check the syllabus
before you contact me. When you email me, be careful to explain the issue carefully and be clear about your questions. If you are unsure how to structure a professional email please contact me for additional information.

Technology in the Classroom

Smartphones and computers can be helpful tools and we will often use them as part of our work in class. Due to this, you are encouraged to bring technology to class. However, it is expected that you will turn off the ringers on your phones and only use these tools for class-related purposes. I reserve the right to ask anyone abusing this policy to put away their devices and/or leave the class.

Course Screenings

As this is a media studies course, in addition to weekly readings we will be screening a film, television program or discussing a book nearly every week of class. Course screenings will often be started during class time, however many of these texts will not be finished during class. Instead, you are responsible for screening the rest of the text outside of class. You will often be given assignments that depend on your completion of the screening.

In-class screenings are part of the work we do as a class and your attendance is expected. If you miss an in-class screening it is counted as an absence and you must make up the screening on your own time. You should be able to find all the materials we screen in class online, on reserve the RIT Library, on Netflix, or through iTunes, Amazon Prime, Hulu, etc. If, for any reason, you cannot find the screening on your own, you are responsible for contacting me and so that I can help you make arrangements to screen it.

Content Warning

During this semester we will be discussing different subjects, watching films, and reading texts that may represent beliefs and life experiences that are different than your own. In particular, as a class investigating romance genres, we will regularly discuss representations of gender, relationships, sexuality, and desire. The readings and screenings for this course contain adult material. This includes nudity, violence, harsh language, drug use, sexual violence, and sexual content that ranges from suggestive to explicit.

Read the course calendar carefully and if you have any reservations, for whatever reason, about watching, reading, or discussing any of this content, contact me during the first week of class.

RIT Honor Code

As an institution of higher learning, RIT expects students to behave honestly and ethically at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. The Department of English encourages all students to become familiar with the RIT Honor Code and with RIT’s Academic Integrity Policy.

- RIT Honor Code URL:
  http://www.rit.edu/academicaffairs/policiesmanual/sectionA/honorcode.html
• RIT Academic Integrity Policy URL:
  http://www.rit.edu/academicaffairs/policiesmanual/d080

Student Accommodations
RIT is committed to providing reasonable accommodations to students with disabilities. If you would like to request accommodations such as special seating or testing modifications due to a disability, please contact the Disability Services Office. It is located in the Student Alumni Union, Room 1150; the Web site is www.rit.edu/dso. After you receive accommodation approval, it is imperative that you see me during office hours so that we can work out whatever arrangement is necessary.

Writing Commons
The UWP Writing Commons provides free writing instruction for all RIT students at any stage of the writing process. Located on the first floor of the Wallace Center, the Writing Commons is staffed by peer and professional writing consultants with diverse backgrounds and from a variety of academic disciplines. Whether you need help getting started, organizing your thoughts, developing ideas, struggle with grammar and mechanical issues, using sources effectively or properly formatting your citations, we help students develop productive writing habits and revision strategies. For more information, or to schedule an appointment, go to: http://www.rit.edu/WritingCommons.

Finally...
Remember that this syllabus and the course calendar are subject to some change over the course of the semester. Always defer to the most recent version of the syllabus and course calendar. These are kept current on our MyCourses site.

Whew! Did you read all that? If so, now you’re ready to get started! ☺
# Course Schedule

<table>
<thead>
<tr>
<th>Week &amp; Topic</th>
<th>Assignments</th>
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| **Week 1: 8/24 – 8/28**  
What is genre and how do we study it? | **Monday, 8/24**  
- Introduction to the class.  
**Wednesday, 8/26**  
- Read: John Frow, “Approaching Genre”  
**Friday, 8/28**  
- Read: Scott McCracken, excerpt from ch1 “Bestsellers” |
| **Week 2: 8/31 – 9/4**  
Hollywood & the Production Code | **Monday, 8/31**  
- Due: Check-in post  
**Wednesday, 9/2**  
*In class:* Begin watching Frank Capra, *It Happened One Night* (1934). You are responsible for completing this & the accompanying assignment before class on Friday.  
**Friday, 9/4**  
- Due: Response 1  
*In class:* Be ready to discuss screening and assignment in class. |
| **Week 3: 9/7 – 9/11**  
Pulp (p1) | **Monday, 9/7**  
- LABOR DAY HOLIDAY - NO CLASSES  
**Wednesday, 9/8**  
**Friday, 9/11**  
- Read: Ann Bannon, *Odd Girl Out* (1957) 5-8  
- Due: Response 2 |
| **Week 4: 9/14-9/18**  
Pulp (p2) | **Monday, 9/14**  
**Wednesday, 9/16**  
**Friday, 9/18**  
- Due: Response 3 |
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<tr>
<th>Week &amp; Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 5: 9/21 – 9/25</strong></td>
<td><strong>Monday, 9/21</strong>&lt;br&gt;<strong>Read:</strong> Robin Wood, &quot;Ideology, Genre, Auteur,&quot; Genre Reader; OPTIONAL: Background reading on women’s melodrama.&lt;br&gt;<strong>Due:</strong> Check-in post&lt;br&gt;<strong>Wednesday, 9/23</strong>&lt;br&gt;<em>In class:</em> Begin watching Douglas Sirk, <em>Imitation of Life</em> (1959). You are responsible for completing this &amp; the accompanying assignment before class on Friday.&lt;br&gt;<strong>Friday, 9/25</strong>&lt;br&gt;<em>Due:</em> Response 4&lt;br&gt;<em>In class:</em> Be ready to discuss screening and assignment in class.</td>
</tr>
</tbody>
</table>
| **Week 6: 9/28 – 10/2**            | **Monday, 9/28**<br>**Read:** Joan Hollows, "Reading Romance Fiction" and Pamela Regis, "Eight Essential Elements of Romance."
**Due:** Check-in post<br>**Wednesday, 9/30**<br>*Read:* Kathleen Woodiwiss, *The Flame and the Flower* (1972) 1-2<br>**Friday, 10/2**<br>*Read:* Kathleen Woodiwiss, *The Flame and the Flower* (1972) 3-4<br>*Due:* Response 5 |
<p>| <strong>Week 7: 10/5 – 10/9</strong>            | <strong>Monday, 10/5</strong>&lt;br&gt;<em>Read:</em> Kathleen Woodiwiss, <em>The Flame and the Flower</em> (1972) 5-6&lt;br&gt;<strong>Wednesday, 10/7</strong>&lt;br&gt;<em>Read:</em> Kathleen Woodiwiss, <em>The Flame and the Flower</em> (1972) 7-8&lt;br&gt;<strong>Friday, 10/9</strong>&lt;br&gt;<em>Read:</em> Kathleen Woodiwiss, <em>The Flame and the Flower</em> (1972) 9-10&lt;br&gt;<em>Due:</em> Response 6&lt;br&gt;<strong>MIDTERM PAPER PROPOSALS DUE ON MYCOURSES THIS WEEKEND.</strong> |
| <strong>Week 8: 10/12 – 10/16</strong>          | <strong>Monday, 10/12 – NO CLASSES.</strong>&lt;br&gt;<strong>Tuesday, 10/13 – MONDAY CLASS SCHEDULE.</strong>&lt;br&gt;<em>Read:</em> J. Emmett Winn, &quot;Moralizing Upward Mobility,&quot; <em>Southern Communication Journal.</em>&lt;br&gt;<em>Due:</em> Check-in post&lt;br&gt;<strong>Wednesday, 10/14</strong>&lt;br&gt;<em>In class:</em> Begin watching Mike Nichols, <em>Working Girl</em> (1988). You are responsible for completing this &amp; the accompanying assignment before class on Friday.&lt;br&gt;<strong>Friday, 10/16</strong>&lt;br&gt;<em>Due:</em> Response 7&lt;br&gt;<em>In class:</em> Be ready to discuss screening and assignment in class. |</p>
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<tr>
<th>Week &amp; Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 9: 10/19 – 10/23</strong></td>
<td><strong>Love Crossing Borders</strong></td>
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</tbody>
</table>
| **Monday, 10/19** | **Read:** Anjali Ram, "Immigrant Inscriptions: Redefining Race & Gender in Mississippi Masala" *Mediated Women.*  
**Due:** Check-in post |
| **Wednesday, 10/21 – CLASS HELD ONLINE TODAY** | **In class:** Begin watching Mira Nair, *Mississippi Masala* (1992). You are responsible for completing this & the accompanying assignment before class on Friday. |
| **Friday, 10/23 – CLASS HELD ONLINE TODAY** | **Due:** Response 8  
**In class:** Be ready to discuss screenings and assignment in class. |
| **MIDTERM DUE ON MYCOURSES THIS WEEKEND.** |
| **Week 10: 10/26 – 10/30** | **The Anti-Romantic** |
| **Monday, 10/26** | **Read:** Reichet & Melcher, "Film Noir, Feminism, and the Femme Fatale: The Hyper-Sexed Reality of Basic Instinct," *Mediated Women*;  
**OPTIONAL:** Background reading on erotic thrillers.  
**Due:** Check-in post |
| **Wednesday, 10/28** | **In class:** Begin watching Paul Verhoeven, *Basic Instinct* (1992). You are responsible for completing this & the accompanying assignment before class on Friday. |
| **Friday, 10/30** | **Due:** Response 9  
**In class:** Be ready to discuss screenings and assignment in class. |
| **Week 11: 11/2 – 11/6** | **Open Texts/Open Endings** |
| **Monday, 11/2** | **Read:** James MacDowell, "Happy Endings and True Love" *Alternative Takes.*  
**Due:** Check-in post |
| **Wednesday, 11/4** | **In class:** Begin watching Richard Linklater, *Before Sunrise* (1995). You are responsible for completing this & the accompanying assignment before class on Friday. |
| **Friday, 11/6** | **Due:** Response 10  
**In class:** Be ready to discuss screenings and assignment in class. |
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<thead>
<tr>
<th>Week &amp; Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Week 12: 11/9 – 11/13</strong></td>
<td><strong>Mothers &amp; Daughters</strong></td>
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<tr>
<td><strong>Monday, 11/9</strong></td>
<td><strong>Read:</strong> Kathleen Rowe Karlyn, &quot;Saving Face: Learning to Love,&quot; <em>Unruly Girls Unrepentant Mothers: Redefining Feminism on Screen.</em></td>
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<tr>
<td><strong>Due:</strong></td>
<td><strong>Check-in post</strong></td>
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<tr>
<td><strong>Wednesday, 11/11</strong></td>
<td><strong>In class:</strong> Begin watching Alice Wu, <em>Saving Face</em> (2004). You are responsible for completing this &amp; the accompanying assignment before class on Friday.</td>
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<td><strong>Friday, 11/13</strong></td>
<td><strong>Due:</strong> Response 11</td>
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<tr>
<td><strong>Due:</strong></td>
<td><strong>In class:</strong> Be ready to discuss screenings and assignment in class.</td>
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<tr>
<td><strong>Week 13: 11/16 – 11/20</strong></td>
<td><strong>Television’s Soaps and Serials</strong></td>
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<tr>
<td><strong>Due:</strong></td>
<td><strong>Check-in post</strong></td>
</tr>
<tr>
<td><strong>Wednesday, 11/18</strong></td>
<td><strong>In class:</strong> Screenings TBD.</td>
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<tr>
<td><strong>Friday, 11/20</strong></td>
<td><strong>Due:</strong> Response 12</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>In class:</strong> Be ready to discuss screenings and assignment in class.</td>
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<tr>
<td><strong>Week 14: 11/23 – 11/27</strong></td>
<td><strong>Queer Romance/Queer Tourists (p1)</strong></td>
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<tr>
<td><strong>Monday, 11/23</strong></td>
<td><strong>Read:</strong> TENTATIVE: Candace Moore, &quot;Having it All Ways: The Tourist, the Traveler, and the Local in The L Word,&quot; <em>Cinema Journal.</em></td>
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<tr>
<td><strong>Due:</strong></td>
<td><strong>Check-in post</strong></td>
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<tr>
<td><strong>Wednesday, 11/25 - Friday, 11/27</strong></td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<tr>
<td><strong>Week 15: 11/30 – 12/4</strong></td>
<td><strong>Queer Romance/Queer Tourists (p2)</strong></td>
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<tr>
<td><strong>Monday, 11/30</strong></td>
<td><strong>Read:</strong> TBD</td>
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<td><strong>Due:</strong></td>
<td><strong>TBD</strong></td>
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<tr>
<td><strong>Wednesday, 12/2</strong></td>
<td><strong>Due:</strong> Response 13</td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>In class:</strong> Be ready to discuss screenings and assignment in class.</td>
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<tr>
<td><strong>Friday, 12/4</strong></td>
<td><strong>Read:</strong> Ananya Mukherjea, &quot;My Vampire Boyfriend: Postfeminism, “Perfect” Masculinity, and the Contemporary Appeal of Paranormal Romance,&quot; <em>Studies in Popular Culture.</em></td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td><strong>Check-in post</strong></td>
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<tr>
<td><strong>FINAL PAPER PROPOSALS DUE ON MYCOURSES THIS WEEKEND.</strong></td>
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<td>Week &amp; Topic</td>
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| Week 16: 12/7 – 12/11 Comparing Vampire Heroes | **Monday, 12/7**
In class: Excerpts from *True Blood, Twilight*. You are responsible for completing this & the accompanying assignment before class on Friday.
Screening Notes taken for extra credit will be collected in class.

**Wednesday, 12/9**
Due: Response 14
In class: Be ready to discuss screenings and assignment in class.
Screening Notes taken for extra credit will be returned in class.

**Friday, 12/11 – LAST DAY OF CLASSES**
In class: Wrapping up and final project troubleshooting.

| Finals Week | **FINAL & EXTRA CREDIT DUE ON MYCOURSES THIS WEEK.** |