**Dr. Benjamin Goldberg**

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**MONDAYS**

**2:00pm - 4:30pm ONLINE (schedule below)**

**HUM 6814: Introduction to Cultural Studies**

This course is designed as an introduction to graduate study here at USF. We will start with some general essays on the history and nature of cultural studies and then move on to issues in research and writing, using material from the specific area of cultural studies represented in the department We will focus specifically on the practice of textual analysis and analytical writing. This will require quite a bit of reading!

**And remember to please come and see me if you want me to read over your papers, chat about the work, or for any reason at all!**

**Course Goals**

* To introduce and begin developing graduate-level skills in textual analysis and analytical writing
* To produce several short pieces of analytical writing
* To familiarize students with the nature of graduate work, USF as a graduate research university, and the specifics of the department’s program.

**Assignments and Grades**

*Grading scale*

100-94% A <94-90% A- <90-87% B+ <87-84% B <84-80% B-

<80-77% C+ <77-74% C <74-70% C- <70-67% D+ <67-64% D

<64-60% D- < 60% F

*1. Attendance and Participation (10%)*

Participation requires that each student come to class prepared, having done the readings

*2. Two Short Analysis/Close Reading Papers (40%)*

You must write two 500-800-word analysis papers, **the first due on October 8th and the second on November 26th**, both through Canvas. Each essay must narrowly focus on explanation, interpretation, and analysis concerning some subject matter INSPIRED by the subject of one of the pieces we read for class. For example, you might form an interpretation of a heavy metal song (or any other kind of music) in connection with Belgrad’s work, or analyze a concept like obviousness (or similar ideas) like Goldberg, or discuss the meaning and use of some cinematic technique in a particular context like Jurgess or Rust.

Remember: **These are SHORT writing assignments**, so pick something small and self-contained: not a whole movie, but a scene; not a whole article, but a passage from it; not a whole idea, but some specific way in which it is used. These should be highly focused papers!

*Here are some ideas about textual analysis:*

When we perform textual analysis on a text, we make an educated guess at some of the **most likely interpretations** that might be made of that text. We interpret texts (films, television programs, magazines, advertisements, clothes, graffiti, and so on) in order to try and **obtain a sense of the ways in which, in particular cultures at particular times, people make sense of the world around them**. And, importantly, b**y seeing the variety of ways in which it is possible to interpret reality, we also understand our own cultures better** because we can start to see the limitations and advantages of our own sense-making practices.

Here are a few things to think about (these may be more or less relevant given the specifics of the assignment, but in general, these are ways to think about analyzing texts).

* How does this issue demonstrate differences in value judgments (within or between cultures?)
* How does this issue demonstrate differences in the existence of abstract things (such as social practices, or mathematical concepts, or philosophical ideals, etc)?
* How does this issue demonstrate differences in relationships between things (say, between a consumer and the product, or between the president and the public, or between a sports team and its fans, etc)?
* How does this issue demonstrate differences in reason and thinking, that is, in styles of argument and analysis, in what counts as logical and true?
* How does this issue demonstrate differences in how things are perceived?

*3. Book Review (30%)*

You must **pick out a book to review by** **October 30th**, and let me know your choice on or before that day. Your book should be something you are interested in from somewhere in Cultural Studies. A good place to start are the books received pages at various journals and organizations, of which here are two examples to help you get going:

* <https://culturalstudiesreviews.wordpress.com/books-received/>
* <http://csalateral.org/contribute/books-received/>

Your final paper to **be turned in through Canvas will be due December 4th.** We will discuss book reviews in the beginning of the semester, and your review will need to include the following:

1. A summary of the main arguments of the book under review.
2. An evaluation of the main arguments of the book under review.
3. An analysis of the intended audience for the book, as well as an evaluation of the books utility and value for that audience.
4. A discussion of the books overall strengths and weaknesses, with an overall evaluation of the book as a whole.

The book review should be no longer than 2000 words, and you should aim for between 1100 to 1800.

*4. Class Presentations (20%)*

Every student will sign up to present on one of the readings. Select only ONE reading from that day—you should not present on all the readings (so, select one article, or one chapter). You have to present to the class the following information about the reading:

1. VERY Brief summary of overall point of chapter/article
2. Select a SPECIFIC idea/concept/point from the chapter/article and do the following
   1. Summarize what you understand to be the ARGUMENT for it—that is, how does the author establish that this idea/concept/point is true or likely?
   2. Describe one or two consequences of this idea/concept/point, something not mentioned in the chapter/article—that is, what follows from it?
   3. Try to come up with a counterargument or counterexample—that is, how can we try to show that this idea/concept/point is NOT true or likely?
3. You MUST make a Handout/Presentation

*The following is a rubric which lets you know how you will be graded:*

* **Summary (40%)**
  1. Briefly discuss Overall thesis
     1. Summarized overall thesis
     2. Summarized argument for overall thesis
  2. In depth discuss some Specific thesis/aspect
     1. Summarized specific thesis/point/etc
     2. Summarized specific argument/evidence
* **Analysis (30%)**
  1. Evaluation of arguments and evidence
  2. Consequences if paper is correct (and/or if false) (at least one or two)
  3. Counterexamples or counterarguments
* **Handout/Presentation (10%)**
  1. Clear, useful handout
  2. Not a verbatim of presentation
  3. Includes and defines key ideas/concepts/terms
* **Discussion (20%)**
  1. Comes up with a number of questions/prompts for discussion
  2. Uses some specific part of the paper (overall argument, specific excerpted text, etc) to focus group discussion

**Emergency Notifications**

In the event of an emergency, it may be necessary for USF to suspend normal operations.  During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**Learning Disabilities/Personal Problems**

If you feel that you are dealing with an issue that is in any way affecting your college experience, please come talk with me. Anything we discuss will be private, and we will do our best to offer solutions and to help you work through any problems that you may have.

If you have a learning disability that requires special accommodations or affects your contribution to or performance in class, please speak with one of us privately and contact the office of Disabled Student Academic Services in SVC 2043 (974-4309) so that they can help accommodate your needs. The Tutoring (<http://lib.usf.edu/tutoring/subjects/>) and Writing Center (<http://www.lib.usf.edu/writing/>) are all great resources that I encourage you to use, but please remember that it fills up fast, so please make an appointment!

**Course Schedule (subject to change)**

**8/21—Introduction**

* What is culture? How do we study it?
* Close Reading and Writing.
* What do you want from the course?

**8/28 — Studying Culture I**

* Stephen Greenblatt - *Culture*, PDF on Canvas
* James Clifford – *Partial Truths,* PDF on Canvas
* Lawrence Grossberg – *Future Tense**,* PDF on Canvas

**9/4 — LABOR DAY - NO CLASS**

**9/11 — Studying Culture II**

* Sarah Blaffer Hrd – *The Myth of the Coy Female*, PDF on Canvas
* Ian Hacking – *The Social Construciton of What?,* Ch.1: Why ask What?; Ch.3: What about the Natural Sciences?. PDF on Canvas
* Helen Longino – *The Social Dimensions of Scientific Knowledge,* <https://plato.stanford.edu/entries/scientific-knowledge-social/>

**9/18 — Sadler on Plagiarism, and Professional Development: Book Reviews and CVs, Conference Papers and Abstracts**

* Goldberg Book Review 1 and 2, PDFs on Canvas
* Goldberg CV, PDF on Canvas.
* Abstracts, PDF on Canvas
* Sadler – *Nothing New,* PDF on Canvas
* Sadler – *Wrongs of Plagiarism*, PDF on Canvas

**9/25 — Ferguson on Money and Technology**

* Ferguson – *Money’s Laws of Motion*, PDF on Canvas
* Ferguson – *Towards Unbearable Lightness*, PDF on Canvas
* Ferguson – *Bond, Treasury Bond,* <https://www.google.com/amp/s/critinq.wordpress.com/2015/12/11/bond-treasury-bond-007-is-out-of-cash-but-your-government-cant-be/amp/>

**10/9 —** **Goldberg on Recipes**

* Goldberg – *The Concept of Experience in Royalist Recipe Collections,* PDF on Canvas

**10/16 — Berish on Django**

* Berish - *Negotiating “A Blues Riff”: Listening for Django Reinhardt’s Place in American Jazz,* PDF on Canvas

**10/23 — Belgrad on Democracy and Heavy Metal**

* Belgrad – *Improvisation, Democracy, and Feedback*, PDF on Canvas
* Belgrad – *The Gnostic Heritage of Heavy Metal,* PDF on Canvas

**10/30 — Cook on Funeral Orations / Africana Studies**

* Cook – *Princely Ambiguity: A Translation of Nikolaus of Modruš’ Funeral Oration,* PDF on Canvas
* Jolaosho – Cross Cultural Circulations and Song, PDF on Canvas
* Rodriguez – Displacement, PDF on Canvas

**11/6 — Jurgess on Digital Cinema**

* Jurgess – *Digital Cinema and Ecstatic Technology*, PDF on Canvas

**11/13 — Cizmic on Performing Pain**

* Cizmic – *Introduction: Music Ways of Bearing Witness*, PDF on Canvas
* Cizmic – *Chapter 3:* *Witnessing History During Glasnost*, PDF on Canvas.

**11/20 — Rust on Technology and Violence**

* Rust – *Introduction: The Technology of Film Violence*, PDF on Canvas
* Rust – *Chapter 4: Extraction and Exchange*, PDF on Canvas

**11/27 — Dykins Callahan on Autoethnography and Class**

* Dykins Callahan – Academic Outings, PDF on Canvas