

- Develop an understanding of the historical evolution of reality television from its creation to its latest trends
- Consider how reality television impacts people's perceptions of others, including understandings of themselves
- Broaden their perspectives regarding minority (and majority!) portrayals in as they relate to various social groups

REQUIRED MATERIALS (The textbook and readings are mandatory. No exceptions. Shop around.):

1. Huff, R. M. (2006). Reality Television. New York: Praeger. (ISBN 0275981709)- available at the University Bookstore (and the affiliates). You can get the book in two different versions. Choose the one you like best:
 1. The new, traditional book: costs \$44.00; you might be able to sell this book back at the end of the semester...
 2. The used, traditional book: costs \$33.00; you might be able to sell this book back at the end of the semester...
2. Course Readings - available online through BlackBoard, or possibly as email attachment.
3. A television (or access to one) and/or the Internet! Seriously—you should be familiar with current (and older!) programming.

COURSE REQUIREMENTS AND ASSIGNMENTS (790 points total; percentages below are for undergraduates): All written assignments must be in 12-point Times New Roman font and double-spaced with one-inch margins on all sides. Late assignments will be accepted only with a documented excuse. Late assignments will lose a letter grade (10%) per day past the day that they are due. **Assignments more than five days late will not be accepted.**

Bio (10 points or 1%) and responses (30 points or 3.7%): You are required to post a BIO of yourself on our Blackboard page. This will be used in lieu of traditional, face-to-face, first-day-of-class introductions. **You will have to answer a few questions about yourself, AND respond to AT LEAST FOUR of your classmates' bios.** I'll be posting my own bio and responding to your bios, too, and am looking forward to meeting each of our classmates.

TV Viewing and Opinions, Class Preferences Survey, and Syllabus Contract Agreement (10 points or 1%): This survey will help me get to know you a little bit better with regard to the amount to reality TV you watch, which subgenres, and how you feel about the topics will be discuss in this class. It will also be your chance to let me know if you feel the need for more traditional office hours with me. What could be easier? It will be available to you through a Survey Monkey link posted on Blackboard.

Syllabus Quiz (10 points or 1%): This quiz is a chance for you to earn some points, and for both of us to make sure that you are clear on the class structure, assignments, and outcomes. It will be available through a link posted on Blackboard.

Participation Discussion Board (240 points or 30.4%; 8 @ 30 points each):

NOTE: Week 1 actually has two discussion boards: 1) the bio post and 2) the weekly discussion board.

It is your responsibility to keep up with your discussion board postings and our discussion in general. If you know that you will have a conflict that might prevent you from posting, notifying me prior to the conflict in writing will increase your chance of having the conflict excused; this does not guarantee it will be excused, however. You will be able to miss THREE discussion board postings

(equal to ONE WEEK'S WORTH OF DISCUSSION BOARD POSTINGS) without academic penalty. However, I will lower your final grade if your absences are excessive. If you miss SIX discussion board postings (equal to TWO WEEKS' WORTH OF DISCUSSION BOARD POSTINGS), your final grade will be dropped a letter grade. If you miss FIFTEEN discussion board postings (equal to FIVE WEEKS' WORTH OF DISCUSSION BOARD POSTINGS), your final grade will be dropped by two letter grades. All of that to say, use your three freebies wisely. (You can use them in any combination—throughout the semester or for one whole week).

Please note: documentation of doctor's visits (for you or your children, if applicable), court dates, etc. assist in documenting conflicts. Provide documentation ASAP. **The original or copy of documentation must be provided for absences to be excused. All notes will be verified. Falsified documentation will be reported to the provost's office and the concerned parties.**

To pass this course, you need to **visibly** participate in discussions by posting **substantive** messages in the Discussion Board. You are required to post **THREE times per class period (per week)**: **One** of your postings **should be in direct response to my weekly prompt(s)** to you. Be sure to answer the prompt(s) thoroughly. Your **second** and **third** posts **should be in direct response to one of your classmate's posts**. Your response should be **substantive**, as discussed below. **TWO of your posts should be at least 24 hours apart (HINT: Don't wait until the last day of the week to post! Consider posting beginning/early mid-week, and then again later in the week)**. You are more than welcome to post more than the guidelines provided here. **But you are required to meet the requirements.** Dialogue is essential, and it fosters learning and classroom camaraderie. Though I am not able to *respond* to every post, I *read every single one*. I enjoy understanding your perspectives as expressed through your posts, and I am **regularly** lurking on the boards! Believe it or not, your classmates like to read your posts, too.

The most common question concerning participation is, "**What do you mean by 'substantive' messages?**" Here are my guidelines:

Like many things, 'substantive' is easiest to define by its negative. 'Substantive' is not a post that simply says 'I agree', or 'That's what I have found to be true as well', or 'Good idea!' or even 'what did you mean by...?'. **A substantive post, consisting of at least 100 words, moves the discussion along in one of several ways.** Some of these ways are:

- Agreeing/disagreeing with the discussion and including an example from your experience: "I agree/disagree with what Jane posted. In fact, in my TV viewing experience, I have found that..."
- Agreeing/disagreeing with the discussion and substantiating your statement with theory from the readings: "I agree/disagree with what John posted. As <author> points out ..."
- Posing a question that the course material has caused you to consider: "<Author> says ... However, I see the following occurring ... Does anyone else find this to be true?"
- Asking for clarification and explaining why you are confused: "Jane, can you explain ... I don't get the connection you made between ... and ... because..."
- Posting the answers to assigned discussion questions, AND how you came to these answers.

Note that these are **examples** of substantive posts, **not** an exhaustive list. I hope they give you insight into my expectations. I will assign partial credit, where appropriate, for participation.

In addition to completing the assignments you should read, analyze and respond to the questions and comments from your classmates and from me — in short, you are required to actively participate in our discussion boards. In other words, *you must do more than send in your assignments*; you must send in messages demonstrating your regular reading of others' notes-messages that add value to the collective learning experience. **Your comments should add significantly to the discussion by building on others' comments, suggesting alternative solutions, pointing out problems, and**

even at times, *constructively* disagreeing. Make sure you substantiate any comments with “good reasons”. Tell us *why* you think/feel/have the opinion you do. Just saying “I agree” or something similar is not enough to add to a discussion except on rare occasions when those words sum it up well. Thus, participation is a HUGE component of the final grade.

During our blog chats, please do **NOT** simply repeat what another student has said in our discussion board. Please add additional knowledge, comments, opinions, etc. to contribute to the conversation, as you would do in a traditional classroom environment. I suggest while you are doing your reading, take good notes so you can add to the discussion that is taking place in our board. Never copy and paste any segment of another student’s thread. This is plagiarism, which is a serious offense that will be reported immediately!

Our discussion goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be easily misinterpreted. I suggest that you always reread your responses carefully before you post them to assure you have worded it in a way that will not be seen as a personal attack! NO FLAMING! Be positive in your approach to others and diplomatic with your words. Respect, demonstrated in what we say (words) and how we say it (tone), is the foundation of successful online learning. While disagreement is expected, professional behavior when discussing conflicting opinions is essential!

While silence is appropriate at times, excessive non-participation will affect your final grade. Successful class participation will require a commitment to critically read **all** required assignments/readings prior to discussion. The sharing of life experiences, relevant observations, pertinent comments, and personal disclosures are encouraged. **Only disclose at your comfort level!!!** It is my goal that we will have a good time together and we will enjoy each other.

Since this is a 10-week program, please don’t fall behind, as it will be difficult to catch up. *Don’t confuse the word, “accelerated” with the word “abbreviated”*. If you fall far enough behind that completing the course becomes impossible I will suggest that you contact your Academic Advisor to determine what your next steps need to be.

In general, please feel free to share with us any interesting media that you come across as it relates to this class. **This class will only be as informative, interactive, and fun as we make it.** So, take responsibility for finding materials from which we can all learn.

Topical Reflections (45 points or 5.7%; 3 @ 15 points each): After a few lectures, you will have the opportunity to apply the material we just learned in class to a reality television text. I will provide you with questions to get your critical engines running. They should be at least one (1) page long, no more than two (2).

Exams (245 points or 31%; 1 @ 100 points, 1 @ 85 points, 1 @ 60 points): You will have two exams during the course of the semester and a final exam at the end of the semester. The dates for these exams are listed on the following pages. They will be multiple choice, T/F, and essay and will be based upon readings, lectures, discussions, and topics in our participation discussion board. The exam dates are non-negotiable and a make-up will be given only in documented extenuating circumstances. A make-up exam must be completed within a week of the original test date. Please see me prior to the exams if you anticipate a problem. **Please let me know immediately if you encounter any technological problem in taking your exam.**

Reality Television Analysis/Criticism Paper (200 points or 25.3%): In this assignment, I would like you to put your newly acquired critical viewing skills to work. In **six to eight logically-organized pages**, demonstrate your knowledge of the concepts and approaches discussed in class by analyzing a reality television program or issue of your choice. Use course readings and outside material to strengthen your

arguments—these should appear in your bibliography. You will present your work to the class in the last weeks of the semester and your final paper will be **due on August 12th**. I will provide you with detailed information about this project at a later date. To foil my procrastinators, we will work on the papers bit-by-bit! Breakdown of paper grade: **Statement of Purpose (10 pts.)**, **Annotated Bibliography (30 pts.)**, **Full Sentence Outline (40 pts.)**, **Class Presentation Discussion Board (20 pts.)**, and **Final Paper (100 pts.)**. You will post each portion to Blackboard through Safe Assign. More detailed information about this assignment will be given closer to the due date.

Extra Credit: Extra credit opportunities may arise over the course of the semester. I will provide you with the necessary information if such an opportunity becomes available for you.

ADDITIONAL COURSE REQUIREMENTS AND ASSIGNMENTS for GRADUATE STUDENTS (1,090 points total; 300 additional points):

Research proposal (300 points or 27.5% of total GRAD REQUIREMENTS): It is your goal to produce a **15-20 page research proposal** that would result in a piece of television criticism that you would actually like to undertake one day. This project will be one step closer in getting you to submit to a journal and/or conference. Because we will not have covered most of the theoretical possibilities you can use for your study, you will have to look ahead. If you already know a certain area/topic tickles your fancy, you should start researching it NOW. You should focus on a **specific** television text/program/series. You will write your paper bit-by-bit:

1) First, choose a television text that intrigues you. It does not have to be on the syllabus. Consider how you will analyze it. This will help you develop a **two-page prospectus**, which will include your a) research questions, b) the critical lens/theoretical framework you will utilize, c) a description of the text(s) you will explore, and 4) two preliminary sources and an explanation of why you are including/using these (20 pts). **This will be due on June 13th**.

2) Next, you will develop an **annotated bibliography of 10 sources** you think will be useful for you. Focus on sources that will help you build your a) theoretical foundation (what's been/hasn't been done? What do/don't we know?) and b) two or three sources that you can use as methodological models (don't re-invent the wheel!). **It should be five-six pages long (40 pts). This will be due on June 20th.**

3) Now, you are ready for your **five-page mini-lit review**, in which you will describe the theoretical framework of your study. Consider how you will set-up your research question(s); (40 pts). **This will be due on July 4th.**

4) Next, you will turn in a **working draft of your paper**. This will include the **first 7-10 pages**, consisting of the a) introduction, b) significance/rationale of the study, c) theoretical framework and literature review, d) description of the television text, and e) methodology. I do not expect to see it ALL, but I should have a good idea of where you are going/doing/attempting. The more material you provide me, the better feedback I can provide you (75 pts). **This will be due on July 18th.**

5) At last, you will turn in your completed research paper. It should have all of the portions listed above in #4, with sources in proper APA format (125 pts). **This will be due on August 1st.**

Helpful hints:

Keep it simple! The right television text(s) paired up with the right theory can give you TONS to analyze. Make sure your topic is not too broad.

Come to me **WHENEVER** you have a question/concern/freak-out. I will help you.

It should be a piece of television criticism that you would actually enjoy doing. Remember to have fun!!!

For all assignments, please let me know immediately if you encounter any technological problem in posting discussing board responses, taking exams, and/or posting assignments.

COURSE POLICIES:

Academic Honesty: Academic honesty is fundamental to the activities and principles of a university. The University of Louisville regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, please consult me. Simply put, cheating and/or academic dishonesty on any assignment or exam will not be tolerated: any student caught cheating in any way will receive **a zero for the semester**.

Technology:

Student Technology Help

Help for [Blackboard](#) is provided compliments of The [Delphi Center](#) which answers questions regarding UofL's online technologies. You may contact them by telephone at: 502.852.8833 from 8 am - 5pm Monday - Friday. The UofL [Help Desk](#) can be reached at: 502.852.7997. This course does not incorporate all technologies possible. Some are omitted to simplify our time together. Basic computer knowledge including Word, e-mail etc. are required.

Technology Expectations

Assignments are to be word-processed. Continuing and regular use of e-mail is expected. You must be able to access the Bb classroom, download and print documents, conduct web searches, and participate in chat rooms (synchronous or asynchronous). Each learner must use their University e-mail account to communicate with me and other students.

If this course requires that you submit materials electronically, please use Microsoft products (no advertisement intended) such as Word, Excel etc. Put your name, course number and date on documents as header or footer. Please scan all documents that are not word-processed. PLEASE USE A VIRUS SCAN FOR ALL DIGITAL DOCUMENTS.

A fast Internet connection is important when uploading or downloading documents. If you do not have a fast connection for these parts of the course, good options are to go to a public library's computer lab (often they have free wireless broadband for your laptop) or come to campus and use computers in the library or one of the Information Technology (IT) student computer labs.

Disabilities: If you have any disabilities that require adjustment by the course instructor, please talk to me at the beginning of the semester so necessary actions can be taken. If you have any disabilities, or think you might have one, you will find the Disability Resource Center (Stevenson Hall, Room 119; 852-6938) a helpful resource.

Availability: I make myself available to you for a reason: to give you an opportunity to speak with me one-on-one outside of class discussion boards about your questions and concerns. I am very interested in your thoughts about the course and about media in general. Please make note of my availability and **please contact me whenever you have a concern!** Honestly, I cannot anticipate all of your questions and concerns, and your thoughts could help ease another classmate's nerves.

Email: Please feel free to email me when questions or concerns arise. I am happy to help you. Keep these things in mind:

1. Life happens! If something is going on with you, please let me know sooner than later.
2. Even though I am a notorious night owl, please do not wait until a ridiculous time in the morning to email me regarding an assignment due that day. It's not fair to either one of us.
3. If you have questions regarding an exam, you MUST email me 24-48 hours before the exam. If you don't, you risk not getting the info you need.
4. Remember email etiquette. Being polite goes a long way!

5. Be careful about confusing your classmates and/or yourselves. When in doubt, consult me.

Civility: Respect your classmates, instructor, and yourselves. As this class will often be the forum for debate, you might (will probably!) encounter views, morals, etc. that are not the same as yours. Take it in stride.

In our discussion board, this means **NO FLAMING**. You are quite likely to disagree with your classmates or me. In your response, follow the guidelines regarding the substantive comments to make sure you are thinking critically about your classmates' or my comments, and not about your classmates or me. Many or most of you are active in web-based forums, and you know exactly what I don't want to happen and what I do. I want us to have thought-provoking discussions, not hurt each other's feelings while we are attempting to learn.

Title IX/Clery Act Notification: Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585 and Campus Health Services 852-6479. Reporting your incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University.

To file an official report, please contact the Dean of Student's Office 852-5787 and/or the University of Louisville Police Department 852-6111. For more information regarding your rights as a victim of sexual misconduct, visit the Office for Civil Rights (<http://www2.ed.gov/about/offices/list/ocr/docs/know-rights-201404-title-ix.pdf>) and for more information about resources and reporting at UofL, visit the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Be positive. You are perfectly capable of learning the material and performing well in all of your classes. This class will be no exception.

A = Achievement significantly above requirements (A+=97-100%; A=93-96%; A-=90-92%)

B = Achievement over and above requirements (B+=87-89%; B=83-86%; B-=80-82%)

C = Meets basic course requirements (C+=77-79%; C=73-76%; C-=70-72%)

D = Does not meet requirements, but effort is worthy of credit (D+=67-69%; D=63-66%; D-=60-62%)

F = Work neither meets requirements, nor is worthy of credit (59% and below)

Lecture and Assignment Schedule

(If you think a reality TV show or network would fit well under a particular topic, let us know so we can watch it!!!)

Summer 2016 Ten Week Term

Classes start	May 31, 2016 (Tues)
Last day of registration	May 31, 2016 (Tues)
Last day to drop/add	June 3, 2016 (Fri)
Last day to apply for degree	June 8, 2016 (Wed)

Independence Day holiday

July 4, 2016 (Mon)

Last day to withdraw

July 13, 2016 (Wed)

Last day of classes/degree date

Aug 9, 2016 (Tues)

	Date	Topic	Assignment Due
<p>Week 1 Part 1</p>	<p>Tuesday May 31- Sunday June 6</p> <p>Last day of registration</p>	<p>Introduction (READING-LESS NOTES): Why Study Reality Television? (Lecture on BBoard)</p> <p>READING: Huff, Chapter 1: <i>Survivor</i>, The Start of It All (Lecture on BBoard)</p> <p>Recommended Viewing: <i>Survivor!!! The Real World</i></p>	<p>Student Profile Sheet Due (Start Here!!! on BBoard)</p> <p>Bio Post Due (Discussion Board on BBoard)</p> <p>Week 1 Discussion Board Due (Discussion Board on BBoard)</p> <p>TV Viewing and Opinions and Class Preferences Survey Due (Assignments on BBoard)</p> <p>This week has BBoard locations built in to get you comfy navigating our BBoard cite.</p> <p>All Week 1 assignments are due JUNE 6.</p>
<p>Week 1 Part 2</p>		<p><i>Competitions and Docusoaps</i></p> <p>Introduction: Just What is Reality TV, anyway???</p> <p>READING: Huff, Chapter 2: Where Does This Stuff Come From?</p> <p>READING-LESS NOTES: Television’s Ebb & Flow Television as a Cultural Forum, Butler, Chapter 1</p> <p>READING-LESS NOTES: The Discourse of the Industry: Political Economy (Media Conglomerates), Butler, Chapter 13, pgs. 406-410</p> <p>READING-LESS NOTES: Beyond and Beside Narrative Structure, Butler, Chapter 4</p> <p>Recommended Viewing: <i>The Challenge, Iron Chef, Big Brother</i></p>	<p>All Week 1 assignments are due JUNE 6.</p>

Week 2 Part 1	Tuesday June 7-June 13	<p><i>Competitions and Docusoaps</i></p> <p>Introduction: Casts or Characters???</p> <p>READING: Huff, Chapter 3: Casting</p> <p>Recommended Viewing: <i>The Real Housewives of ANYWHERE; Heroes of Cosplay</i></p>	<p>Syllabus Quiz Due</p> <p>All Week 2 assignments are due JUNE 13.</p>
Week 2 Part 2		<p><i>Sitcoms</i></p> <p>READING: Huff, Chapter 4: Celebrities Sing Dance, and Claw Their Way into Reality</p> <p>Recommended Viewing: <i>The Osbournes, Nick & Jessica, LaLa's Full Court Life, True Tori, T.I. & Tiny: The Family Hustle, Preachers' Daughters, Chrisley Knows Best, Sister Wives, My Five Wives, Keeping up with the Kardashians</i></p>	<p>Topical Reflection 1 Due</p> <p>Statement of Topic Due</p> <p>Week 2 Discussion Board Due</p> <p>Graduate Students' Part 1 Due</p> <p>All Week 2 assignments are due JUNE 13.</p>
Week 3 Part 1	Tuesday June 14-June 19	<p><i>Renovation & Makeover</i></p> <p>READING: Huff, Chapter 5: Altered Reality: The Makeover Craze</p> <p>Recommended Viewing: <i>Extreme Makeover, Extreme Makeover: Home Edition, The Swan;</i></p>	<p>All Week 3 assignments are due JUNE 19.</p>
Week 3 Part 2		<p><i>Renovation & Makeover</i></p> <p>READING: Heinrichy, in Escoffrey, Chapter 9: Gendered American Dreams on Plastic Surgery TV (on BBoard)</p> <p>Recommended Viewing: <i>Kitchen Nightmares, Pimp My Ride, Trick My Truck, What Not To Wear; Love It or List It</i></p>	<p>Week 3 Discussion Board Due</p> <p>Graduate Students' Part 2 Due</p> <p>All Week 3 assignments are due JUNE 19.</p>
Week 4 Part 1	Tuesday June 21-June 26	<p><i>Dating</i></p> <p>READING: Huff, Chapter 8: Love is in the Air</p> <p>Recommended Viewing: <i>The Bachelor, Flavor of Love, I Love New York, Rock of Love</i></p>	<p>Topical Reflection 2 Due</p> <p>All Week 4 assignments are due JUNE 26.</p>
Week 4 Part 2		<p><i>Dating</i></p> <p>READING: N/A</p> <p>Recommended Viewing: <i>The Bachelorette; I Want to Marry Harry</i></p>	<p>Week 4 Discussion Board Due</p> <p>All Week 4 assignments are due JUNE 26.</p>

Week 5 Part 1	Tuesday June 28-July 3	<i>Talent Contests</i> READING: Huff, Chapter 9: Singing for Fame, Fortune, or Just Attention Recommended Viewing: <i>American Idol, Dancing with the Stars, Project Runway, The</i>	Exam 1 will close on Sunday, July 3, at 11:59PM.
Week 5 Part 2		<i>Talent Contests</i> READING: N/A Get ready to apply what you're discovering to <u>your favorite texts!</u> Recommended Viewing: <i>FaceOff, Hell's Kitchen, The Face, Masters of the Mix, Ink Master</i>	Week 5 Discussion Board Due Graduate Students' Part 3 Due All Week 5 assignments are due July 3.
Week 6 Part 1	Tuesday July 5-July 10 Last day to withdraw	<i>Courtroom & Hidden Camera (Surveillance)</i> READING: Huff, Chapter 6: Reversed Reality READING: Huff, Chapter 10: Liars, Cheaters and Scandals Recommended Viewing: <i>Joe Millionaire, Cheaters, Cops, Big Brother, Catfish, The Real World, Undercover Boss, Cash Cab</i>	All Week 6 assignments are due JULY 10.
Week 6 Part 2		<i>Courtroom & Hidden Camera (Surveillance)</i> READING: Ouelette (on BBoard) Recommended Viewing: <i>Silent Library, Hell Date</i>	Annotated Bibliography Due Week 6 Discussion Board Due All Week 6 assignments are due JULY 10.
Week 7 Part 1	Tuesday July 12-July 17	Special Topics: Gender , Representation and Reality TV READING: Edwards, Chapter 5: Wife Swap: Gender Wars (on BBoard) Recommended Viewing: <i>Nanny 911, SuperNanny; The Real Housewives of ANYWHERE, The Bad Girls Club, Bridezillas, Dance Moms</i>	All Week 7 assignments are due JULY 17.
Week 7 Part 2		Special Topics: Gender , Representation and Reality TV READING: TBA Recommended Viewing: <i>Game of Arms, Ice Road Truckers, The Deadliest Catch</i>	Topical Reflection 3 Due Week 7 Discussion Board Due Graduate Students' Part 4 Due All Week 7 assignments are due JULY 17.

Week 8 Part 1	Tuesday July 19-July 24	<p>Special Topics: Race, Representation and Reality TV</p> <p>READING: Orbe (on BBoard)</p> <p>Recommended Viewing: <i>The Real World, The Amazing Race, The Challenge, Preachers of LA</i></p>	<p>Full Sentence Outline Due</p> <p>All Week 8 assignments are due July 24.</p>
Week 8 Part 2		<p>Special Topics: Race, Representation and Reality TV</p> <p>READING: Harvey, in Escoffery, Chapter 13: The Amazing "Race" (on BBoard)</p> <p>Recommended Viewing: <i>Love & Hip Hop, Married to Medicine, Mob Wives, My Big Fat Gypsy Wedding</i></p>	<p>Exam 2 will close on Sunday, July 26, at 11:59PM.</p> <p>Week 8 Discussion Board Due</p> <p>All Week 8 assignments are due July 24.</p>
Week 9 Part 1	Tuesday July 26-July 31	<p>Special Topics: GLBT, Representation and Reality TV</p> <p>READING: Westerfelhaus & Lacroix</p> <p>Recommended Viewing: <i>RuPaul's Drag Race, Queer Eye for the Straight Guy</i></p>	
Week 9 Part 2		<p>Special Topics: GLBT, Representation and Reality TV</p> <p>READING: N/A</p> <p>Recommended Viewing: <i>TRANSform Me, Pretty Hurts</i></p>	<p>Class Presentations Discussion Board Due</p> <p>Graduate Students' Part 5 Due</p> <p>All Week 9 assignments are due JULY 31.</p>
Week 10 Part 1	Tuesday Aug 2-Aug 7	<p>Special Topics: Class, Representation and Reality TV</p> <p>READING: Huff, Chapter 11: Working for a Living</p> <p>Recommended Viewing: <i>The Apprentice, Billy the Exterminator, Duck Dynasty, Undercover Boss, Chrisley Knows Best, The Deadliest Catch, 50Cent: The Money and the Power</i></p>	<p>FINAL PAPER DUE on Thursday, August 4 at NOON.</p> <p>Exam 3 will close on Sunday, August 7, at 11:59PM.</p>
Week 10 Part 2		<p>Conclusion</p> <p>READING: Huff, Chapter 12: There is Life After Reality</p> <p>READING: Huff, Chapter 13: Real or Not, It Doesn't Matter</p> <p>READING: Huff, Chapter 14: The Gift That Keeps Giving</p>	

Portions of this syllabus are from Deb Hatfield's ELFH 316 and Carolyn Provenzano's SK 601 courses.

The instructor reserves the right to adjust the syllabus as needed. However, students will be notified of any and all changes well in advance, during class and possibly by email as well.

I have read the syllabus and I understand that the syllabus for the above listed course serves as a contractual agreement between the student and the instructor. Additionally, I understand that any violation(s) of the enclosed terms will represent a breach of this specific agreement. Therefore, I am bound to the terms and must adhere to the contents.

Student's Name Printed

Date

Instructor's Initials

Date