

Metropolis 24/7: The End of Sleep

CS 2367.08: American Identity in the World

Spring 2014
Hagerty Hall 50
Andrew Culp

This course explores identity through the accelerating time and fragmenting space of the Metropolis. Thematically, such movement is imagined like the city, identified by how it captures time, and described through the social form of debt – separated into three units. Each unit includes a theoretical text that frames the discussion of the theme, a literary work of fiction that characterizes the theme through subjectivity, and a popular film that thematizes a specific relationship between space and time. Lynch's *Image of the City* becomes delirious through the gaps and absences created in Coppola's *Lost in Translation* and set against the brutalist backdrops illustrated by Ford's graphic novel *Savage Messiah*. In *24/7*, Cray captures those dreams, depicting how present day nightmares are fought in the dark nights of Palahniuk's *Fight Club* and the metropolitan opulence of Niccol's *In Time*. Lastly, Federici's "Wages for Housework," Precarias a la Deriva's *Careful Strike*, and Lazzarato's *Indebted Man* uncements both sides of debt's financial visions of excess: Harron's manic *American Psycho* and DeLillo's affectless *Cosmopolis*.

Designed so that students experience and learn to write about the consequences of these shifts firsthand, the composition portion of the course will be completed with online digital tools, such as Wiki, Delicious, Flickr, Aviary, Wordpress, Tumblr, Twitter, Vine, and Prezi. In teaching digital literacy and composition by way of urban polarization, the alienation of time, and the weight of social debt, the course dramatizes interactive power of media. This humanities approach affords a materiality to media that students further negotiation through comparison as they construct the Metropolis as a multimedia object across platforms, and provides the materials for negotiating it outside the classroom.

This Course Fulfills the Following GEC Requirements: Diversity

Goals:

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

Expected Learning Outcomes:

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

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- Students analyze and interpret major forms of human thought, culture, and expression.
- Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Writing and Communication

Goals:

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

Expected Learning Outcomes:

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

COURSE DETAILS

Required Texts

Available at SBX, 1806 North High St
Gerald Graff and Cathy Birkenstein, *They Say, I Say: The Moves That Matter in Academic Writing* (2nd Edition)

Robert DiYanni, *Writing About the Humanities* (3rd Edition)

Kevin Lynch, *The Image of the City*

Jonathan Crary, *24/7: Late Capitalism and the Ends of Sleep*

Laura Oldfield Ford, *Savage Messiah*

Chuck Palahniuk, *Fight Club: A Novel*

Don DeLillo, *Cosmopolis*

Available through Carmen

Silvia Federici, "Wages for Housework" and "Why Sexuality is Work" from *Revolution at Point Zero*

Precarias a la Deriva, "First Stutterings"

Precarias a la Deriva, "A Very Careful Strike – Four Hypotheses"

Maurizio Lazzarato, *The Making of the Indebted Man*

In-Class Texts

In-Class Viewing:

Sofia Coppola, *Lost In Translation*

Andrew Niccol, *In Time*

Mary Harron, *American Psycho*

Additional Resources

Students will be required to use online content creation tools. These resources can be accessed through computers available at Thompson Library, Hagerty Hall's Digital Union, and numerous other labs across the Ohio State campus.

CLASS EXPECTATIONS

Attendance

Attendance is mandatory. You will be allowed three absences to class without penalty, no questions asked. The intent is to cover illness, family emergencies or other unexpected situations.

- After three absences, it will negatively affect your overall grade up to 5%. If an unusual, lasting situation arises, please let me know, ahead of time if possible, and I will use my discretion.
- Absence due to religious holidays is excused if I am informed ahead of time.

Repeated lateness will be counted as absence.

In-Class Participation

Students are expected to participate regularly and fully in all class discussion and activities. I will evaluate students based on preparation and participation.

- There will be an assigned reading every day. Bring that book – this is a basic prerequisite for being able to meaningfully take part in class.
- During participation you should demonstrate a command of the basic concepts of the reading as well as be able to consider errors, articulate alternative viewpoints, and discuss how the ideas from the reading inter-relate to other course concepts.
- When participating, be ready to enter into class discussion, offer both questions and comments, respond substantively to others, and balance their participation with others.
- Hostile or dismissive approaches will not be tolerated.

GRADING

Grading

ASSIGNMENT	POINTS
Content Creation	160 possible
Micro-Blogging, Photo Posts	(40)
Discussion Questions	(45)
Blog Posts	(75)
Class Participation	50 possible
Live Blogging	(10)
Discussion Questions	(40)
Blog Posts	(10)
<i>Final Grade</i>	<i>/200</i>

The grading in this course allows students to choose for themselves how to achieve the learning objectives of the course. Students accumulate points by completing tasks in two areas: content creation and class participation. While there are 210 possible points, the student's final point score will be divided by 200, leaving them with their final percentage grade. I used the Ohio State grading scale:

A 93-100 | **B+** 87-89 | **C+** 77-79 | **D+** 67-69 | **E** 0-59
A- 90-92 | **B** 83-86 | **C** 73-76 | **D** 60-66
B- 80-82 | **C-** 70-72

I assess the student's total score three times throughout the semester after evaluating their digital portfolio. In those portfolios, students list the tasks they have completed for that unit, assign the point values they believe they have accumulated (following provided rubrics), and justify the scores they have assigned. Students may resubmit revised items from the previous unit to receive lost points.

Detailed assignment directions and other directions can be found on the class wiki, which can be access through Carmen.

POLICIES

Learning Accommodations

If you need an accommodation based on the impact of a disability, please contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services to assist me in verifying the need for accommodations and in developing appropriate strategies. If you have not previously contacted the Office For Disability Services, I encourage you to do so as early in the quarter as possible.

Academic Dishonesty

I consider any act that misrepresents a student's own academic work or that compromises the academic work of another to be scholastically dishonest. Therefore, cheating on assignments, unauthorized collaboration on assignments, sabotaging another student's work and plagiarizing are all absolutely unacceptable. Plagiarism is presenting someone else's work as your own, intentionally or not, by failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. Please familiarize yourself with University guidelines regarding academic dishonesty.

Classmate #1:

Name: _____

Phone #: _____ Email: _____

Classmate #2:

Name: _____

Phone #: _____ Email: _____