**James Torrence - Sustainability Project for Cultural & Ethnic Studies 286**

**Mission Statement**

I teach by showing my students how to learn from themselves, and I model this behavior by learning from myself and my students as I go. I do my best to teach by example, to develop mutual respect and openness with and among my students, and to build a sense of community in the classroom and beyond. Sustainability and social learning are essential to this learner's perspective and will always require me as an instructor to adapt to my situation and environment, but some basic concepts are universal. For one thing, the primary concern of literature is to exalt its audience and its subject, to point toward a greater truth. Another core value essential to learning is balance, a pathway to a sustainable future.

The balance between past and future is the present, and as an instructor my goal is to be inspired and inspirational, to challenge my students to live in the moment, especially as they gain new perspectives and revel in new experiences. Within my curriculum, I find pragmatism and humanism, mechanism and organism. I connect with my students and help them make connections of their own. I find in Humanities the discipline of disciplines and the fundamental shared truth of human experience. The courses I teach are predicated upon making such connections. They are fundamentally optimistic in this regard, and they reinforce my own belief that we all share a common human experience and that humankind is but one thread in the web of life. Whether we study the abyss to learn about ourselves or travel the world to truly know our own homes for the first time, we ultimately come full circle to self-recognition, and in that arrival we can finally find balance. As an instructor, I am a navigator on that journey. My students choose their destination, and I guide them on a journey to self-discovery. As my students are transformed by their experiences, they also become teachers in that they deliver their experiences and learning to friends and relatives after they return. Their role in a global society is an educational one.

**CES & Sustainability: A Symbiotic Relationship**

My main goal in teaching CES is to explore alternative (i.e. non-mainstream) lifestyles and perspectives within a cultural matrix wherein sustainability is currently not the norm. A related goal is to encourage students to compare alternative values to their own. In this context, sustainability is relevant because it can open up possibilities of cultural and/or individual autonomy, or freedom from a system wherein 99% of us are regarded merely as consumers. Students who complete my course should be able to see their own and others' cultural practices from a vantage point of heightened awareness, awareness of the bias, injustice, and inequality endemic in a non-sustainable system. I see sustainability as a practical aspect of pluralism in that it suggests a model for living outside the American capitalist norm. Alternative or underground cultures can function as a reservoir for other perspectives, some of which are preserved from indigenous or pre-colonial cultures and others which are modern innovations developed in reaction against our prevailing consumption-driven ideology. The most direct route to this alternative is activism and advocacy, which are also crucial to CES 286. From the tribal to the neo-tribal, from the cultural revolution of the 60s to the subcultural revolutions of the 70s (and beyond), there has been a spectrum of solutions, many of which are related to sustainability, literally and figuratively.

**Outcomes**

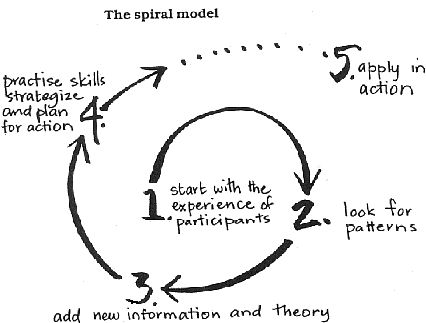
The DIY assignment/activity detailed below will meet both sets of outcomes detailed here.

|  |  |
| --- | --- |
| **CES 286 outcomes** | **Sustainability outcomes** |
| Successful students will:  Demonstrate an understanding of their own previously held perspectives on the theme and explain how those perspectives have changed. | * Apply an ethical perspective in which one views oneself as embedded in the fabric of an interconnected world. * Demonstrate connections between a student's chosen course of study and sustainability. |
| * Demonstrate an understanding of trends in American thought and attitude regarding the theme (of the course). * Discuss, orally or in writing, the theme, showing the interaction of historical events, literary works, and social changes. | Explain how sustainable thinking and decision-making contribute to solutions for current and emerging social, environmental, and economic crises. |
| Demonstrate the ability to synthesize information from various sources/media and communicate that insight effectively. | * Synthesize and communicate an understanding of social, economic, and environmental systems in the context of sustainability. * Apply practical solutions to real-world sustainability challenges. |

**Sample Sustainability-related activity and assignment for CES 286**

As a prelude to the lesson plan below, the class will watch a short documentary entitled *DIY or Die*. This will lead to a series of questions, a group discussion, and finally a creative project.

The structure of this activity will be based on a “Popular Education” teaching strategy commonly called “The Spiral Model” (courtesy of http://library.uniteddiversity.coop).



Source: Bob Hale Youth College for Social Justice. [Peace and Environment Resource Centre](http://perc.ca/)

**Step 1 - Context**

Look around the room. Is there anything in this room, other than our bodies, which is not mass-produced in a factory?

If there is anything not mass-produced, what is it? How was it made? Who made it?

**Steps 2-3 - Discussion**

Do mass-produced goods have any intrinsic meaning? If so, what is that meaning? How can it differ from one cultural context to the next?

How does the dominant culture invest meaning or significance into mass-produced goods?

How does consuming mass-produced goods affect our perception of ourselves and others?

How do our feelings toward mass-produced goods differ from our feelings toward handmade/homemade goods?

**Steps 4-5 - Assignment**

*DIY Project*

Your final assignment for this quarter is to complete a creative DIY/craft project individually or with a small group (three people maximum).

All projects will be presented in class on the date specified in the schedule. Please plan on a six-minute (per person) presentation, during which you will explain the nature of the project and show how it meets the simple criteria below.

What did you make? What did you make it from? Where did your raw materials come from? How did you make it? Why did you make it? With whom did you teach share your skills?

Successful projects will:

* Exemplify creativity and originality
* Express a DIY attitude and/or ideology
* Require equal participation (for group projects)
* Have some significance beyond the class and quarter
* Demonstrate an awareness of the themes discussed this quarter
* Document teaching at least one other person the skills used in completing this assignment

Aside from these basic standards, the final assignment is designed to be quite open-ended. As with all my assignments, these guidelines are a point of departure and are by no means a limitation. If you have an idea for a project, feel free to bring it to me for feedback any time.

This assignment is worth 20% of your grade for the course.

**Assessment**

Projects will be assessed using the bulleted criteria on the assignment sheet and the outcomes detailed at the top of this document. At the end of the quarter, students will also have the opportunity to self-assess in a separate self-evaluation essay.

CES 286 – Popular Culture Tentative Syllabus Spring 2014

***Sustainability-related content is highlighted.***

***INSTRUCTOR:*** James Torrence

***OFFICE:*** R-230-S

***OFFICE HOURS:*** T/Th 5:00-7:50pm, or by appointment

***MY OFFICE PHONE:*** (425)564-2168

***REQUIRED MATERIALS:*** *Please Kill Me*, by Legs McNeil and Gillian McCain

*We Owe You Nothing*, edited by Daniel Sinker

Microsoft Word or Open Office (software)

***COURSE DESCRIPTION:*** This course is a survey of the history of underground culture and its influence on mainstream culture.

***MISSION STATEMENT:*** I teach by showing my students how to learn from themselves, and I model this behavior by learning from myself and my students as I go. I do my best to teach by example, to develop mutual respect and openness with and among my students, and to build a sense of community in the classroom and beyond. Sustainability and social learning are essential to this learner's perspective and will always require me as an instructor to adapt to my situation and environment, but some basic concepts are universal. For one thing, the primary concern of literature is to exalt its audience and its subject, to point toward a greater truth. Another core value essential to learning is balance, a pathway to a sustainable future.

***COURSE OBJECTIVES -*** Students who successfully complete this course will:

* Recognize the major ideologies and themes expressed in the punk genre
* Familiarize themselves with notable underground artists and musicians
* Produce a creative project which demonstrates a DIY sensibility
* Express a perspective on punk ideology in analytical essays
* Engage creatively in discussion of several punk concepts
* Analyze the graphic art of various punk media
* Explicate the lyrics of punk rock songs

***COURSE CONTENT:*** We will spend our class time:

* Critiquing the music, videos and textbooks
* Watching documentaries and music videos
* Listening to underground music
* Writing analytical essays
* Reading assigned texts

***ASSIGNMENTS:*** For more info on how I evaluate essays and class participation, see the details below.

* Two four- to five-page essays: 40% (20% each)
* So punk it’s not (DIY) presentation: 10%
* Discussion and Participation: 20%
* Final Project: 20%
* Journal: 10%

***GRADE SCALE:***

A 94-100% C+ 77-79%

A- 90-93% C 74-76%

B+ 87-89% C- 70-73%

B 84-86% D 66-69%

B- 80-83% F 00-65%

***ATTENDANCE:*** Participation accounts for 20% of your grade for the course.

* If I see or hear your phone, iPod, blackberry, etc. in class, I will ask you to leave and/or count you absent.
* Late arrivals or early departures need to be made inconspicuously.
* Assignments, handouts, and announcements will not be repeated.
* Missing more than 10 minutes of class is considered an absence.
* Each absence lowers your course grade by two percent.

***VALUES CONFLICTS:*** Essential to a liberal arts education is an open-minded tolerance for ideas and modes of expression that might conflict with one’s personal values. By being exposed to such ideas or expressions, students are not expected to endorse or adopt them but rather to understand that they are part of the free flow of information upon which higher education depends.

 To this end, you may find that class requirements may include engaging certain materials, such as books, films, and art work, which may, in whole or in part, offend you. These materials are equivalent to required texts and are essential to the course content. If you decline to engage the required material by not reading, viewing, or performing material you consider offensive, you will still be required to meet class requirements in order to earn credit. This may require responding to the content of the material, and you may not be able to fully participate in required class discussions, exams, or assignments.

***ACADEMIC HONESTY***: I expect that you will neither do work for others nor use work done by others. Cheating and/or plagiarism, intentional or unintentional, will not be tolerated. Plagiarizing is cheating, as is copying answers on a test, borrowing passages from other papers, swapping papers, buying papers, using ideas from other sources without proper documentation, writing papers for others, or having them written for you. BC utilizes plagiarism detection software, and I use it to evaluate student work. If I even remotely suspect your paper is plagiarized, I will submit it to this site. If you cheat or plagiarize, the following actions ***will*** be taken:

1. You will receive a grade of "0" for the assignment (no exceptions).
2. A report of the incident will be filed in the Student Disciplinary Officer. This report maybe come part of your permanent record, or the Dean may choose to pursue further disciplinary action.

Cheating, stealing, plagiarizing, and inappropriate/disruptive behavior (toward the instructor or classmates) are violations of the Student Code of Conduct at Bellevue College. To learn more about students' rights and responsibilities, please review BC's Student Code: <http://bellevuecollege.edu/policies/2/2050_Student_Code.asp>

## *Please also review the Arts & Humanities division standards* [*http://bellevuecollege.edu/ArtsHum/policy.html*](http://bellevuecollege.edu/ArtsHum/policy.html)

***FORMAL ASSIGNMENT GRADING CRITERIA:*** There are five things I look for when I am grading your writing. They are:

**1. Content.** Most importantly, your ideas must be fully developed with vivid, concrete detail. Your thesis, evidence, support and explanation must be significant and clearly expressed. Basically, the essay as a whole should be interesting and substantial. Plagiarized material will earn you an “F” for the course.

**2. Organization.** Your essay should be ordered in logical steps, which remind me that your mind is at work behind your writing. The organization of the essay should reveal a sense of structure by embodying some pattern. Your paragraphs should be properly developed and should be linked with transitions. Overall, the structure of the essay should be coherent, cohesive, and clear.

**3. Expression.** Your sentences should be forceful, but not monotonous. Your language should be appropriate (not slang), precise (not vague), and efficient (not wordy). Your tone should complement the subject, distinguish the writer, and define the audience.

**4. Mechanics.** Use proper grammar. Use proper syntax. Avoid punctuation, spelling, and usage errors.

**5. Format.** Use the standard document design available on the next page.

\*\*\*\**As a final note, please remember that your assignments need to be submitted in a professional manner and* ***on time****. Late papers lose 10% of their point value for every day late*.\*\*\*\*

***CLASS PARTICIPATION GRADING CRITERIA:*** Though there is a somewhat subjective element to grading students’ class participation and behavior, this is how I define them in an educational context:

* **An “A” student** takes leadership roles during group activities, consistently contributes to peers’ learning, is not afraid to ask questions, respects others, always comes to class on time, and treats instructors with respect. *Score: 90%-100%*
* **A “B” student** is usually productive in class, willing to help others, respects peers and instructors, usually shows up, and is usually on time. *Score: 80%-90%*
* **A “C” student** is passive during classroom activities, doesn’t actively contribute but is responsive when addressed, respects peers and instructors but doesn’t communicate, or is absent or late once or twice a week. *Score:* *70%-80%*
* **A “D” student** is un-productive in class, tries to make others do all the work, distracts or annoys peers and instructors, degrades himself and/or others, or is frequently absent or late. *Score: 65%-70%*
* **An “F” student** is counter-productive in class, tries to manipulate peers or instructors, verbally attacks peers or instructors, engages in any inappropriate behavior, degrades himself and/or others, or is chronically absent or late. *Score: 0%-65%*

Regarding evaluation: half-way through the quarter, you will receive a “Mid-Quarter Evaluation” from me, assessing your performance up to that point. Your participation score at that time will be averaged with your participation score for the second half of the quarter to calculate your participation grade for the quarter, a matter of record. If at mid-quarter evaluation, or any other time, you feel you have been unfairly treated by me or a fellow student, I urge you to proactively approach me about it.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***Excellent (90-100%)*** | ***Above avg (80-89%)*** | ***Average (70-79%)*** | ***Poor (66-69%)*** | ***Failing (0-65%)*** |
| **Content** | Essay focuses on analysis w/ efficient support. Significance of theme, thesis, and general content meet the criteria on your assignment sheet. | Worthwhile and insightful, with a controlling idea and all essential facts. There is a clear purpose, though it may not be fully realized. | Your work makes sense and is supported with limited detail. The purpose is clear, but the ideas lack originality or insight. | Main idea is vague, confused, and insufficiently supported. The purpose is unclear, unoriginal, and underdeveloped. | No controlling idea. Details are random, weak, and ineffective. Assignment has not been taken seriously. |
|
|
|
|
| **Organization** | Ideas flow logically from point to point. Essay has a sense of symmetry with developed, unified paragraphs. Transitions link the various topics, which support the thesis, highlighting key facts. | Assignment is organized in necessary steps with logical transitions most of the time. There are some digressions or disruptions, but no serious mistakes. | Essay’s general arc is apparent. Paragraphs make sense. Transitions work on a verbal level, but don't link topics or reveal their relevance to thesis. Topics are listed. | Topics are addressed in no logical order and without any emphasis. Paragraphs are internally chaotic, undeveloped. No transitions. Weak and confusing. | Essay lacks any organization or clear logic at any level. No transitions or connection of ideas. Lacks theme, thesis or controlling idea. |
|
|
|
|
|
| **Expression** | Sentences are dynamic and have a voice. Language is varied, precise, efficient and MLA standard. Tone matches text, audience, and context. No jargon or slang. | Sentences are complete and clear, not monotonous. Diction is appropriate to subject and audience without unnecessary flair. | Sentences are structured properly. Diction is standard. But writing is plain and a little monotonous. Tone and diction are acceptable. | Sentences are underdeveloped, redundant, or immature. Pattern is monotonous, and the diction is awkward or odd. The tone is uneven or inappropriate. | Sentences are incoherent. Diction is non-standard, and tone not established. |
|
|
|
|
|
| **Mechanics** | Essay uses college-level grammar, with fewer than two errors per page. Syntax, spelling, usage, and punctuation are all consistently free of serious errors. | Your work exhibits random minor errors, or a specific error is consistently repeated. No serious grammar- related issues or distractions for the reader. Approx. three errors per page. | Grammatical errors are distracting. Multiple errors are repeated throughout the essay. More than three errors per page. | Frequent mistakes in grammar punctuation and spelling distract the reader. There are several errors per page. | Severe mechanical errors make the essay impossible to read without constant distraction. |
|
|
|
|
|
| Content (x3): %  Organization: %  Expression: %  Mechanics: %  **Average: %** | | | | | |

This grading matrix is a tool I use to evaluate assignments and calculate grades. After I receive an assignment via email, I paste the matrix into the Word file, highlight and/or add comments, calculate a grade and return the assignment, matrix, and scores via email. The structure is self-explanatory for the most part, but please note that “Content” is weighed as heavily as “Organization,” “Expression” and “Mechanics” combined. Your analysis and insight are important.

John Smith

Instructor Torrence

CES 286

1April 2013

Paper Design Model

Document design is obviously one of the most basic concepts we will cover this quarter, but you might be surprised how many people fail to follow these simple instructions. Please don’t be one of those people!

By this point you should have already noticed a few things about this standard design, but they’re listed below, just in case. Your formal assignments should look exactly like this when you finish them. In other words, they need to be typed and double-spaced in a standard font and style (this is 10-point Times New Roman, for example). You should also indent the beginning of each paragraph.

Like this. Please note, however, that I did not skip an extra line between paragraphs. That style is only appropriate for business letters, and you won’t be writing any of those in this class. To make things as easy as possible, here is a bulleted checklist of things you should be in the habit of doing:

* All essays should meet the mimimum length requirement (in the assignment instructions), typed and double-spaced
* All margins should be one inch, maximum
* First page should have the proper heading, top left
* First page should have a title, centered (NOT underlined or in quotes)
* All paragraphs should be indented
* All text should be double-spaced (properly, using the toolbar, NOT your “return” key)
* All text should be in standard font and style (Times New Roman, 10pt. preferably)
* All text should be black
* Please do not decorate your assignment with extra graphics, borders, or backgrounds

**If you anticipate difficulty with any of these concepts, I recommend you pay a visit to the writing lab (D-204) or the computer lab (N-250) and ask someone to show you how to use your word processing software. You already paid for access to those labs when you registered for this course.**

***Underground Assignment #0 - Assignment Submission Practice Assignment***

This assignment, and all essay assignments, will be submitted via Canvas by the deadline in your schedule.

This is your first formal assignment. The only critical issue is that you follow instructions precisely. If you do not, you will be required to repeat this assignment as many times as necessary until you do it successfully.

**Instructions:**

* Send me a one-page MS Word attachment via Canvas.
* Design your document to match the “Paper Format Model.”
* In the document, just write a paragraph or two about the most punk experience you’ve ever had.
* Follow the “Instructions for submitting assignments” (below) precisely.
* IMPORTANT: the file name should be “**Smith0**” (where “Smith” is your last name, and “0” is the assignment #).

Here are some ways to get your assignment rejected:

* Use the wrong file name.
* Send your assignment in the wrong format (it has to be MS Word or Open Office).
* Double-space your document by hitting "enter" at the end of each line.

***Instructions for submitting assignments***

All your assignments this quarter will be submitted via Canvas. No exceptions. Please follow the instructions below carefully since it is your responsibility to submit all assignments correctly by the posted deadlines.

To submit an assignment, log into Canvas, go to the CES 286 page (under “courses”), click on “Modules,” and scroll to the appropriate “Assignment” page.

**How to submit an attachment:**

* Write your document as you normally would, then save it.
* Give your assignment a file name including your LAST NAME and ASSIGNMENT NUMBER only. No spaces. No other info. Your file name for assignment #0 should be **Smith0.doc**. For assignment #3 it should be **Smith3.doc**, and so on.
* Go to the Canvas site for this course. Navigate to the assignment submission page. Submit your assignment as an attachment.

**Please note:**

* Late assignments will lose 10% per day.
* Late assignments will be graded at the end of the quarter.
* When I receive your assignment, I will send you confirmation.
* After I grade your assignment, I will send it back to you with comments.
* If your assignment is saved as anything other than an MS Word document, it will be rejected.
* The deadlines for assignments are in your schedule and on the submission pages. They are strictly enforced.

***Underground Assignment #1 - Journal Assignment***

Your journal assignment is a simple one. Write 200 words a day on weekdays (1000 words per week). You can write about whatever you want, but please try to keep it at least somewhat relevant to the course. This journal is an opportunity to explore the concepts discussed in class and to generate insights useful in your essays. Please steer your writing toward insight and away from the mundane, toward interpretation and away from summary. On some occasions, I will ask you to journal on a specific topic or question so that you can bring your new journal entry to class the next day. Please listen in class for specific instructions.

I will collect journals in class from time to time just to check on your progress. Those checkpoints are noted in the course schedule. Before turning your journal in, please give it a cover, and attach the journal entries. Hardbound journals or slim binders are fine. Please write your name clearly on the cover. Please number and date your journal entries.

Your complete journal is worth 10% of your course grade.***Underground Assignment #2 – Essay #1***

For your next assignment, write a four- to five-page essay in response to *Please Kill Me*. Feel free to reference other sources, but make your discussion of *Please Kill Me* central to the essay. Whatever your opinion or analysis is, be sure to express it clearly in a thesis statement and back it up thoroughly with specific examples and supporting arguments.

Your essay is due via Canvas by the deadline in your schedule.

Please write in response to ONE of the following topics:

1. Pick any two underground cultures and discuss the ideological differences between them.
2. How did punk rock develop a generational identity, and how did that identity evolve?
3. Imagine *Please Kill Me* a cultural artifact from an ancient and long-extinct civilization. What perspective does it offer, and what kind of people wrote it?

Your document design should match the model in your syllabus.

**Please note:**

* Late assignments will lose 10% per day
* The deadlines for assignments are listed in the course schedule, below, and on Canvas
* If your assignment is saved as anything other than an MS Word document, it will be unreadable
* When I receive your assignment, I will send you confirmation
* After I grade your assignment, I will send it back to you with comments
* Late assignments will be graded at the end of the quarter

Here are some ways to get your assignment rejected:

* Use the wrong file name or subject line.
* Send your assignment in the wrong format (it has to be MS Word).
* Double-space your document by hitting "enter" at the end of each line.

This assignment is worth 20% of your grade for the course.

***Underground Assignment #3 - DIY (so punk it’s not day)***

Your DIY presentation should be five or six minutes long. Successful presentations will creatively express a punk sensibility/intelligence related to sustainability but do so in a way that is *not* stereotypically punk. Please use your imagination and surprise the rest of us with your creativity.

Please be prepared to present on the date specified in the course schedule.

This assignment is worth 10% of your course grade.

***Underground Assignment #4 – Essay #2***

For your next assignment, write a four- to five-page essay in response to the videos, readings and discussions we have covered so far. Feel free to reference other sources, as long as your discussion of the assigned texts remains central to the essay. Whatever your opinion or analysis is, be sure to express it clearly in a single thesis statement and back it up thoroughly with specific examples and supporting arguments.

Your essay is due via Canvas by the deadline in your schedule.

Please write in response to TWO of the following five topics:

1. Why is hardcore primarily a suburban white male phenomenon, and what do its demographics tell us about the US? How are those cultural demographics evolving?
2. Why are sustainability-related themes so central to underground culture?
3. Discuss the similarities between punk/hardcore/underground culture and any non-mainstream religious cult. What do the similarities tell us about the hardcore/punk/underground culture?
4. Does grunge as a subculture, or SUB POP in particular, offer any coherent message? If so, what, and to whom, is it communicating?
5. Are punk and grunge subversive elements of American culture or merely the marketing of rebellion? Or are they something in between?

Once you’ve picked your TWO questions, come up with ONE thesis for your essay. In other words, you need to write one synthesis essay, which deals with both topics intelligently. You should NOT be writing a two-part essay, or two mini-essays.

Your document design should match the model in your syllabus.

**Please note:**

* Late assignments will lose 10% per day
* The deadlines for assignments are listed in the course schedule, below, and on Canvas
* If your assignment is saved as anything other than an MS Word document, it will be unreadable
* When I receive your assignment, I will send you confirmation
* After I grade your assignment, I will send it back to you with comments
* Late assignments will be graded at the end of the quarter

Here are some ways to get your assignment rejected:

* Use the wrong file name or subject line.
* Send your assignment in the wrong format (it has to be MS Word).
* Double-space your document by hitting "enter" at the end of each line.
* This assignment is worth 20% of your grade for the course.

***Underground Assignment #5 – Final Project***

Your final assignment for this quarter is to complete a creative project individually or with a small group (three people maximum).

All projects will be presented in class on the date specified in the schedule. Please plan on a six-minute (per person) presentation, during which you will explain the nature of the project and show how it meets the simple criteria below.

What did you make? What did you make it from? Where did your raw materials come from? How did you make it? Why did you make it? With whom did you teach share your skills?

Successful projects will:

* Exemplify creativity and originality
* Express a DIY attitude and/or ideology
* Require equal participation (for group projects)
* Have some significance beyond the class and quarter
* Demonstrate an awareness of the sustainability-related themes discussed this quarter
* Document teaching at least one other person the skills used in completing this assignment

Aside from these basic standards, the final assignment is designed to be quite open-ended. As with all my assignments, these guidelines are a point of departure and are by no means a limitation. If you have an idea for a project, feel free to bring it to me for feedback any time.

This assignment is worth 20% of your grade for the course.

***Tentative schedule:***

T 4/2 Intro; *Undefining Punk*

Th 4/4 *Bomb It* (also recommended: *Style Wars*)

*\*\*\*Deadline: Please submit assignment #0 via Canvas by 11:59pm\*\*\**

Homework: Begin keeping your journal (instructions for all assignments may be found below)

==============================================================  
T 4/9 *End of the Century* (also sugggested: *Rock & Roll High School*)

Th 4/11 *The Future is Unwritten* (also recommended *The Filth and the Fury*)

Finish reading *Please Kill Me* by today

Homework: Continue writing your journal (assignment #1)

==============================================================  
T 4/16 *Ai Wei Wei: Never Sorry/Big River Man*

Read “Ian MacKaye,” “Jello Biafra” and “Black Flag” in *Punk Planet*

Th 4/18 *Afro-Punk*

Read “Ruckus Society” and “Voices in the Wilderness” in *Punk Planet* by today

==============================================================  
T 4/23 *Taqwacore: The Birth of Islam Punk* (Also recommended: *The Taqwacores*)

\*\*\**Journal check-up A* *– Please bring your journal in to class on this day*\*\*\*

Th 4/25 Noise, No Wave, Industrial, and Sonic Frontiers

Read “Thurston Moore” in *Punk Planet* by today

==============================================================

T 4/29 *Kill Your Idols*

*\*\*\*Deadline for assignment #2 – Submit your essay via Canvas by 11:59pm \*\*\**

Th 5/2 Rockabilly Psychobilly, and Psychotronic Rock

==============================================================

T 5/7 The Independent Story; *Hype!*

Read “Mordam Records” and “Steve Albini” in *Punk Planet* by today

Th 5/9 Cyberpunk, Activism and Hacktivism

==============================================================

T 5/14 Riot Grrrl; Gender norms

Read “Kathleen Hanna” and “Sleater-Kinney” in *Punk Planet* by today

\*\*\**Journal check-up B – Please bring your journal in to class on this day*\*\*\*

Th 5/16 *Man on Wire*; *The Yes Men*; Underground art, Pranks and Hoaxes

Read “John Strange,” and “Ruckus Society” in *Punk Planet* by today

==============================================================

T 5/21 *DIY or Die*

Read “Voices in the Wilderness” and “Central Ohio Abortion Access Fund” in *Punk Planet* by today

Th 5/22 Panel Discussion (guests TBA)

==============================================================

T 5/28 Body Modification and neo-tribalism

Read “John Strange,” “Winston Smith,” “Frank Kozik” and “Art Chantry” in *Punk Planet* by today

\*\*\**Journal check-up C – Please bring your journal in to class on this day*\*\*\*

Th 5/30 Panel Discussion (guests TBA)

==============================================================

T 6/4 Assignment #3 - So Punk It’s Not DIY presentations

Th 6/6 Panel Discussion (guests TBA)

*\*\*\*Deadline for assignment #4 - Submit your essay via Canvas by 11:59pm \*\*\**

==============================================================

#### T 6/11 TBD

### \*\*\*Journal check-up D – Please bring your journal in to class on this day\*\*\*

W 6/12 Assignment #5 - Final - Performance and presentation; Exam period is Wednesday, 6/12, 1:30-3:20 pm

*\*\*\*Deadline for final project\*\*\**