

Guide to Facilitating Class Discussion
Textual Object
Spring 2016

You have signed up to facilitate class discussions for one week during the semester. To successfully complete this assignment, please do the following:

1. Complete all of the readings for the week prior to reading the week's discussion on Blackboard.
2. Choose those elements of the readings that you find most compelling, most in need of further discussion/explication, or most resonant with the week's screening.
3. Choose those questions posted to the week's discussion on Blackboard that best align with your interests and prepare a written guide for leading discussion for a portion of the class. You will hand in this guide after class.
4. Facilitation must be a minimum of 20 minutes of class time, but may be longer. Timing and coverage will be determined in discussion with the course instructor prior to the class for which you are facilitator.

Please note the following:

*You are not responsible for leading discussion for the entire class, only for a portion to be determined in consultation with the instructor.

*You are not responsible for having answers to all of the questions/comments. You need only group the ones you have chosen in way that is likely to encourage meaningful discussion. It may be helpful to think of this in terms of having an implicit through-line or argument that, were you to write a paper on the week's topic, you would make explicit in that paper.

*Generally speaking, it is a good idea to work from small concepts to large. If there are a set of ideas that you find compelling, it may help to think of a set of basic questions that will guide the class to the larger concepts in which you are interested.

*You may revise your notes to reflect understandings or meaningful points that were raised and hand them in the day after class.

This assignment is worth 20% of your final grade.

**Guide to Completing Your Section of the Disneyland Reader
Textual Object
Spring 2016**

You have signed up to create a chapter in the Disneyland Reader that addresses one of the four lands that comprise the original Disneyland—Adventureland, Frontierland, Fantasyland, Tomorrowland. To successfully complete this assignment, you must do the following:

1. Complete the readings in the syllabus for the land that you have chosen. These readings may form the basis for your project, or you may find that there are other readings that are more relevant to your area of interest. Please consult with me about additional readings.
2. You are to create an entry on the website “The Disneyland Reader” (<http://scalar.usc.edu/works/disneyland-a-reader/users/9305>) that engages with the land you have chosen. This entry should be the equivalent of a 6-10pp paper, or about 1800-3000 words long. (The exact length should relate to the amount of supplementary materials—images, sound files, moving image files—your entry contains.)
3. Your entry can take a variety of forms:
 - a. It may focus on a close reading of the land as a text unto itself.
 - b. It may focus on a specific ride and its relation to the thematic concerns of the land or to the park as a whole.
 - c. Your entry may read the land in relation to paratexts which relate to the theme of the land (1930s nature films in relation to Adventureland, for example).
 - d. Or, your entry may choose to compare the land to a media paratext associated with it (such as a segment of the Disneyland television show dedicated to that land—an episode of “Davy Crockett” compared to Frontierland, for instance) in order to discuss whether the ideal form of the land represented in the text aligns with how that theme is interpreted on the ground in the park.

Choose the form that you find most interesting and in alignment with your interests and skills.

4. You may choose to post media to your entry yourself. If you cannot do so because of time or technical restraints, a research assistant will post the media for you, as soon as you have provided them with the appropriate location/duration for each piece of media. You are responsible for reviewing

all pieces of media associated with your project and for reporting any problems with those media to the instructor so they can be corrected or adjusted.

5. Ultimately, your entry should relate to those that precede and follow it. Once the entry in the Reader that follows yours has been posted, please write a brief transitional paragraph at the beginning and end of your entry that connects it to the whole. If you feel you cannot do this, please let me know and the transitional materials will be added by someone else during the editorial process.
6. Two weeks prior to posting your entry, you will present on your intended entry to the class. You may present this as a completely formed project, or you may present it in workshop form, indicating which parts of the entry you are clear on and which require further refinement. In either case, discussing your ideas with the class will allow you to refine your entry based on constructive feedback. It is a chance to draw upon the collective wisdom of the class, and to let your colleagues know the shape of your work as they think about theirs.

*This project is worth **25%** of your final grade.*

Guide to Completing Your Final Project
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Spring 2016

Overview of the Final Project: Your project must be equal in the length to a 10-15pp research paper. This translates into 3000 to 4500 words. The ultimate length of your project will depend on the extent of supporting media you add to your project, the amount of new research materials you engage with, and the depth of analysis of the text or texts you consider.

Options for Completing the Project:

1. Your first option is to follow the prompt in the syllabus: create a proposal for a ride, a land, or an amusement park that offers a commentary on the intended meaning of Disneyland. (We have discussed that meaning as built around the biography of Walt Disney as an Ideal American.) Details are important: how do the mechanics of the ride/land/park comment on that meaning? How does the sound? How does the landscaping? Does the ride/land/park utilize specific media texts or characters? What is the critique that it is making and the social practices, discourses, or ideologies it expounds in reply?
2. Your second option is to create a proposal for a multimedia environment which mobilizes a set of film or media texts that comment on some aspect of the Disney ethos. In addition to describing the physical layout of the space (and in engaging one of the theories of space and practice covered in the syllabus), this option would involve the close reading of the media texts with which you would populate the space, a reading which would explain the critique the space is mounting to Disney.
3. Your third option is to choose a single media text contemporary with a specific historical moment in the sixty-one year history of Disneyland and write a comparative close reading of the two texts (that is, Disneyland and the text of your choosing). You may choose to make the case that the two texts are of a piece and define a significant episteme or historical moment. You may choose to treat your media text as offering a significant commentary on some theme or themes expounded in the park, as mounting a critique to the Disney ethos in a given historical moment.

Ideally, this project will be included in an Appendix to the Disneyland Reader. However, you have the option of asking that it not be included, or of writing a traditional research paper without accompanying media. *If you choose to write a traditional research essay, that essay must be a minimum of 15 pages long, excluding notes and bibliography.*

Regardless of which option and format you choose, your project must include *at least three sources not included in the required readings* in the syllabus (you may of course draw upon recommended readings) and draw upon them substantially in your analysis.

This assignment is worth **30%** of your grade and is **due April 15**.