

*Unit II: The Mediation & Management of Vision***Week 5: February 13—17**

- T Share Observation Blogs. Exquisite Corpse Stitching Activity. Essay 1 Revisions-In-Progress Writing Workshop. Diction handout. Review Essay 1 grading rubric and criteria for Cover Letter. Discuss *Diving Bell RE: Unit 1*.
- HW: [1] Read & annotate Plato's "Allegory of the Cave." [2] Make 2 Hypothes.is annotation comments public & TAG SIB2017. [3] Add Keyterms to PRELIM 1. [4] *Post/reply to Discussion Forum #4: Are Plato's concerns about education, seeing, and reality still relevant in the 20th—21st centuries?* [5] Read G&B Chapter 8: "As A Result: Connecting the Parts" in conjunction with using Diction & Stitching Transitions in your Essay 1 Final Revision.
- TH Freewrite #5. Exquisite Corpse Stitching Activity & "Connecting the Parts." Discuss Plato's "Allegory of the Cave." How do his concerns coincide with, depart from, or extend his views about seeing and vision in "The Timaeus"? Are they relevant to understanding ancient Greece as ocularcentric or ocularcentrism in the 21st century?
- HW: [1] Essay I Revision & revision materials (Roadmap, Cover Letter, PRELIM 2, PRELIM 3) due on the course site by midnight on **Friday**. Save Essay I Revision, Roadmap, and Cover Letter (in that order) as a single PDF file to upload to your Essay 1 DOC on the course site. Upload/save revisions of PRELIMs 2 & 3 to their respective DOCS in the PRELIM folder on the course site. If PRELIM 3 is drawn/handwritten, you can upload a screenshot.
- [2] Read & annotate Chapter 1 of John Berger's *Ways of Seeing*, and make 2 Hypothes.is annotation comments public and TAG SIB2017. Then watch *Ways of Seeing, Part I: Context of Vision*—which supplements the text and provides audio/visual examples. [3] Add Keyterms to PRELIM 1. [4] *Post/reply to Discussion Forum Thread #5*. Start Essay 2 Evidence Chart—add any new Keyterms, evidence, Stance, Motive, Thesis claims, analysis, &/etc. [5] Update Observation Blog: perhaps commenting on contemporary relevance of Plato's allegory, or writing about your favorite work of art, including where you first saw it, the effect it had on you, why it's your favorite, how you relate to or interpret it, etc.

Week 6: February 20—24

- T Share Observation Blogs. Discuss *Ways of Seeing*. What does Berger claim about HOW we SEE using Art? How do Berger's claims about SEEING & ART relate to other IMAGES we see/observe? Where do Berger's concerns in *Ways of Seeing* & Plato's concerns in the "Allegory" converge? Where do their ideas/arguments diverge? How & to what degree do we control what we look at/how we see VS. How & to what degree is our vision managed? How and to what extent do we resist having our vision managed?
- HW: [1] Reread/review Plato & Berger. [2] Visit OU's Fred Jones Museum of Art—select a painting that you especially relate to/connect with and record how you see, interpret, feel, and make meaning from it. [3] Review Stance & read G&B Chapter 4: "Yes/No/Okay, But: Three Ways to Respond." [3] Compose PRELIM 4a: ACE Stance Paragraph in which your Stance Assertion claim situates your views with either Plato or Berger—or, in a more complex rhetorical position—with both. You can use details & reflective analysis of your experience looking at a painting in the museum in your paragraph as supplemental evidence (i.e. do you feel that you were made to feel a particular way about the painting, or did you connect to it on your own terms?). Pay attention to Stance, Stitching, Diction, Analysis, and Quotation Weaving when drafting your paragraph. ***I am happy to accompany several students who wish to visit the museum as a group either during Tuesday office hours (1-4:30pm) or on Wednesday between 1pm-2pm or 4-5pm.*
- TH Freewrite #6. 4-Cornered Debate of Stance Assertion positions. Workshop ACE Stance Paragraphs. Continued discussion of Plato and Berger. Introduce early Soviet filmmaking, the Kinoks, and Dziga Vertov's film *MWAMC*.
- HW: [1] Revise PRELIM 4a: ACE Stance Paragraphs. [2] Read/annotate "We Variant of a Manifesto"—make 2 Hypothes.is annotations public & TAG SIB2017. Read sources about Dziga Vertov, Kinoks, & *MWAMC* & add new Keyterms to PRELIM 1. [3] View *MWAMC*. [4] *Participate in Discussion Forum Thread #6*. [5] Add any new Keyterms, etc. to your Evidence Chart. Update your Observation Blog—perhaps writing about a painting you connected to at the FJM or write an entry as a Manifesto about seeing/ the management of vision**If students want to view *MWAMC* in a group, we can arrange a viewing Thursday@4:30pm viewing OR Friday@4pm EXPO.

Week 7: February 27—March 3

T Share Observation Blogs. Discuss MWAMC in relation to seeing/the management of vision: what is Vertov's motive? Does he help us see? Show us what to see? How to see? To what extent does this mediation open our eyes VS control our vision? Parallels to/divergences from Plato & Berger. Revisit Roadmap as a reading /note-taking strategy & divide up Benjamin's "Work of Art in the Age of Mechanical Production" for a class Roadmap. Review G&B Chapter 2: " 'Her Point Is' The Art of Summary" for Benjamin Roadmap homework.

HW: [1] Read & annotate Benjamin's "Work of Art in the Age of Mechanical Reproduction"—making Hypothesis annotation comments public *for your sections*. [2] Write a 1-2 sentence summary of your sections for the class Roadmap we will write collaboratively on Thursday. [3] Add new Keyterms to PRELIM I: KT Catalog & relevant information, i.e. Keyterms, Motive, quotations/evidence, Stance to your evidence chart. [4] Brainstorm examples of mechanical production/

TH Freewrite #7. Collaborative class Roadmap of Benjamin's "Work of Art in the Age of Mechanical Production." Discuss his motivation, argument, & examples of mechanical reproduction, i.e. film, photography, posters, painting, and connections / divergences among Benjamin, Berger, Dziga, & Plato RE: who/what controls what &/or how we see and using what kind of visual technology?

HW: [1] Read & annotate the excerpt about "Panopticism" from Michel Foucault's *Discipline and Punish*—making 2 annotation comments public. [2] Watch the film adaptation of George Orwell's novel *1984*. [3] *Participate in the Discussion Forum Thread # 7: How is Foucault's "panopticon" similar to Plato's "cave"? In what ways does he believe that surveillance manages or controls how or what we see? Do you agree?* [4] Update your Observation Blog, perhaps by describing historical or contemporary examples of "Panopticism" or writing an analytical and/or reflective review of *1984*. ***I can arrange a viewing of 1984 on Thursday at 4:30pm in my office.*

Week 8: March 6—10

T Share Observation Blogs. Discuss *1984* and Foucault's excerpt on "Panopticism"—in particular parallels between other Unit 2 readings, i.e. Foucault & Plato, Foucault & Benjamin, Benjamin & *1984*. Review PRELIM 4b-ACE Stance Synthesis Paragraph assignment. Introduce Ranciere. Review Essay II Stance Position Paper.

HW: [1] Read/annotate Jacques Ranciere's, "The Emancipated Spectator"—make 2 annotation comments public & TAG SIB2017. (Ranciere offers a different argument about the management/control of vision. [2] Compose a draft of PRELIM 4b-ACE Stance Synthesis Paragraph in the same DOC as PRELIM 4a. [3] Update Keyterm Catalog & Evidence Chart—especially noting the STANCES of the readings in terms of the management/control of seeing/vision vs. the emancipation/agency of seeing and vision

TH Freewrite #8. Discuss Ranciere. Continuum chart that traces perspectives/arguments about managed vision in U2. Workshop PRELIM 4b-ACE Stance Synthesis Paragraphs. Review Essay II Stance Position Paper & Lens Text Introduction. Review sample Introductions/Thesis/Argument brainstorming & 4-Cornered Debate.

HW: [1] Revise PRELIM 4B-ACE Stance Synthesis Paragraphs to use in Essay 2. [2] Use Keyterm Catalog, Evidence Chart, PRELIM 4 Paragraphs to brainstorm Essay 2 Evolving Thesis Assertions, Stance, & readings you will use for the Lens Text INTO framing of your argument. [3] Post Evolving Thesis Assertions & the Lens Texts that are informing your Thesis & argument to the Writing Workshop Forum—you can also post Evolving Lens Text Introductions. [4] Provide feedback for peers & use revision feedback to help evolve and complete your draft of Essay 2. [5] Essay 2 Conference Drafts are due Tuesday, March 21st by midnight. [6] Update Observation Blog—perhaps using it to write more freely about the argument you are developing in Essay 2. [7] Read Wells *The Invisible Man*—a SciFi novel from the 1930s that relates to seeing, optics, theories of vision, etc. from the POV of science/scientific experimentation RE: VISIBILITY—INVISIBILITY—HYPERVISIBILITY of the "other": how we see or don't see the "other." [8] Post/Reply in Discussion Forum Thread #8: connect *Invisible Man* to Unit I & II readings RE: seeing/being seen/ management of seeing. What irony fuels the IM's desire for invisibility?

March 13—17: Spring Break

Week 9: March 20—24: Essay 2 Conference Week [Wednesday Conferences]

- T Share Observation Blogs. Thesis 4-Cornered Debate & Introduction Workshop. Review Rhetorical Structural Moves. Brainstorm complex rhetorical strategies to add to Essay 2. Exquisite Corpse Stitching activity.
- HW: [1] Add Rhetorical Structural Moves to ACE paragraphs in Essay—LABEL your paragraphs. [2] Prepare a Revision Plan & Roadmap of your Essay 2 Conference Draft for your conference.
- W Essay 2 Conferences [9am-2pm & 4-5pm]
- TH In-Class RSM Paragraph activity. Exquisite Corpse Stitching Activity. Begin discussing *The Invisible Man*. Review PRELIM a: Research Proposals: 5a Mini-Proposals and 5b Formal Proposal.
- HW: [1] Essay 2 Revisions & Revision Materials (Roadmap, Cover Letter) are due next Wednesday@11:59pm. [2] Conduct preliminary research using Google Scholar or other search engines with which you are familiar for PRELIM 5a: mini-proposals for our Library Research Orientation next Tuesday. PRELIM 5b: Formal Research Presentation are due next Thursday for our Research Presentation Forum.