

**The Ohio State University  
First-Year Seminar Program  
Course Proposal**

**Course Information**

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):

- the course goals
- a brief description of the content
- the distribution of meeting times
- a weekly topical outline
- a listing of assignments
- grade assessment information (A-E or S/U)
- required textbooks and/or reading list
- the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>)

**Instructor Information**

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

Rebecca Turk, Department of Theatre, Film, and Media Arts

Proposer's Name and Primary Academic Unit (please print)

Assistant Professor

Proposer's Title

turk.234@osu.edu

Proposer's e-mail Address

2/28/2025

Submission Date

E.J. Westlake

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to Todd Bitters, [bitters.4@osu.edu](mailto:bitters.4@osu.edu), no later than MARCH 1.

### Biographical Statement – Dr. Rebecca Turk

In the Department of Theatre, Film, and Media Arts, I mentor student designers of our productions and teach undergraduate and graduate courses related to costume design, technology, and history, such as Introduction to Costume Design, Draping and Patterning, and Advanced Costume Design. My research explores trans-disciplinary practices in education and industry, costuming & performance, and material culture. My design work has been featured by premier theatre and ballet companies around the globe, including Dance Theatre of Harlem, Orlando Shakespeare Theatre, Richmond Ballet, Orlando Family Stage, BalletMet, and the National Ballet of China. In 2021, I was awarded the Higher Education Division Award from the Ohio Art Education Association.

**COSPLAY: Exploring Costume and Play**  
**Arts and Sciences 1137\*.\*\*, First-Year Seminar**  
**1 Semester-hour Credit**  
**Day/Time TBD      Room TBD**

**Instructor Name: Dr. Rebecca Turk**

**Office Hours: Mon. 1pm-2pm and by  
appointment**

**e-mail: [turk.234@osu.edu](mailto:turk.234@osu.edu)**

**Course Description**

*"Fans expect to be able to play with and adapt content and arguably, in the digital era, being a fan is demonstrated by the extent to which one adapts and generates adapted/adaptive content."*  
Linda Hutcheon, *The Theory of Adaptation*, 2013

How and why do researchers study cosplay? Cosplay is neither created nor consumed in a vacuum. In this course, we will consider the influences of history, culture, identity, and technology on the creation, mediation, interpretation, and research of cosplay. Concepts of costume, play, and adaptation as they apply to the study of cosplay will be introduced. Through readings, discussions, and interactions with guest speakers, students are encouraged to uncover connections between costumes, play, and their areas of study.

**Course Objectives**

- To learn about approaches to researching interdisciplinary topics, such as cosplay.
- To examine how cosplay is both a product and co-producer of culture.
- To develop critical thinking and presentation skills.

**Texts**

Assigned readings and recordings will be available via Carmen and the OSU Library. Guests may provide additional texts to support their engagement with our class.

**Course Policies**

Detail your expectations for:

- **Participation** - Students are expected to attend each class and participate in the seminar discussions. Weekly reading/viewing is expected. Each student is expected to bring two or three challenging questions to class each week that are based on the reading/viewing so that seminar discussion will be stimulated. Class content will be driven by student participation and engagement with the weekly topic. I will evaluate your participation by how actively you provide comments and ask questions. If you are not present, you cannot actively provide comments and ask questions.

- **Discussion Facilitation in Assigned Group** - a visual and oral presentation of reading(s) that allows you to engage the class with ideas from the reading(s) including creation and distribution of a one-page handout to help you focus the class discussion for each reading that week. An assignment sheet & rubric will be provided. Groups will be assigned by Week 2 and must sign up for a discussion facilitation slot.
  - **Discussion Facilitation Handout Format**
    - APA citation of the reading
    - Paragraph synthesizing the reading(s)
    - 3-5 bulleted concepts relating to significant ideas from the reading(s)
    - 2-3 questions for the class to discuss about the reading(s)
- **Final Presentation** – a 5-minute, visual and oral presentation sharing how an aspect of cosplay relates to your area(s) of study or interest - investigate connections between cosplay and your interests, analyze data, and present your findings. An assignment sheet & rubric will be provided.

#### Grading

90 – 100.....A	30%	Participation
80 - 89.9.....B		
70 - 79.9.....C	35%	Discussion Facilitation
60 - 69.9.....D		
0 - 59.9 .....F	35%	Final Presentation

#### Counseling and Consultation Service

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

#### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic

misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## **Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Statement on Religious Accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend

or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity.

### **Statement on Artificial Intelligence and Academic Integrity**

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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### **Statement on Sexual Misconduct/Relationship Violence**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

### **Statement on Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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### **Weekly Schedule**

#### **Week 1 – Introduction**

An introduction to the course, assignments, texts, resources, and learning community  
DUE: Pre-Course Questionnaire

#### **Week 2 – Costume**

READ: Costuming as Subculture: The Multiple Bodies in Cosplay (Lamerichs), *The Art and Practice of Costume Design* Intro & Chapter 1 (Merz)

**Week 3 – Play**

READ: *Play Matters* Chapter 1 (Sicart), *Cosplay and the Art of Play* Chapter 1 (Crawford & Hancock)

**Week 4 – Adaptation**

READ: *A Theory of Adaptation* Chapter 1 (Hutcheon), “There is No Such Thing as Copying in Cosplay”:  
Cosplay as a Remixed Literacy Practice (Aljanahi & Alsheikh)

**Week 5 – GUEST**

READ: TBA work by or about the guest

**Week 6 – Fandom**

READ: *Fandom* Intro & Chapter 1 (Sandvoss), *Stranger Than Fiction* (Lamerichs)

**Week 7 – Identities**

READ: Fashion as Identity in Steampunk Communities (Atkinson), *Playing with Identity* (Nichols)

**Week 8 – Final Presentation Check-in**

DUE: Progress Check Worksheet & Mid-Course Questionnaire

**Week 9 – GUEST**

READ: TBA work by or about the guest

**Week 10 – Place & Community**

READ: All the World’s a Con: Frontstage, Backstage, and the Blurred Boundaries of Cosplay (de Casanova), “I found what I needed, which was a supportive community”: an ethnographic study of shared information practices in an online cosplay community (Vardell)

**Week 11 – STEAM**

READ: Cosplay as a Novel Model for Outreach in Ocean Science (Patterson), *Making the Fantastic Real: Exploring Transmedial Aspects of Cosplay Costumes* (Winge)

**Week 12 – Economy**

READ: Fandom in comic-con: Cosplay tourists’ interaction and emotional solidarity (Tang, Song, Wang), *Cosplay and Entrepreneurship* (Tomczyk & Murphy)

**Week 13 – GUEST**

READ: TBA work by or about the guest

**Week 14 – Course Wrap-up**

DUE: Post-Course Questionnaire

FINAL EXAM – Individual Presentations