



MECS2032: GENDER, PHILOSOPHY & POPULAR CULTURE

BA (Hons) Media & Culture, 15 Credits, Optional for
Single/Major/Joint/Minor



2018-2019
UNIVERSITY OF WORCESTER
Dr Barbara Mitra

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Intended Learning Outcomes:

On successful completion of the module, students should be able to:

1. Summarise and communicate understanding of gender theories with regard to a variety of popular culture forms
2. Critically analyse the ways in which gender are constituted and/or challenged in and through particular forms of culture
3. Apply with tutor support, appropriate philosophical theory to popular cultural texts
4. Reflect and evaluate with tutor support, skills of critical analysis and independent research in written format;

Feedback

Feedback from us to you –

- Feedback defined: Information about a person's reaction to something, performance of a task, engagement with a topic, information which results in changes in thinking, behaviour or responses.
- Feedback can take different forms but can include verbal feedback in seminars and tutorials as well as written feedback on work.

Feedback on changes to the module based on student comments

- Students over the past few years suggested that this would be better as a second year module, particularly with the workshops that foster a sense of community. Thus, this module (previously MECS3003 is now MECS2032).
- Students wanted assignment 1 to be as late as possible so that all the topics were covered. Assignment 1 is scheduled as late as possible to account for this.
- Students felt that 500 words were too few for the first assignment. This has been changed to 750 words.
- Students suggested that there should be a football session as well as a dance session. This has now become established on this module and based on last year, I now include the reasoning behind these workshops.

Attendance Requirement:

You are expected to attend all taught sessions; non-attendance may significantly affect your ability to complete successfully a module and may jeopardise your ability to undertake re-assessment in the event of failing a module.

If you are unable to attend a scheduled session for some unavoidable reason, you must **email the module tutor**. Please include in your email your name and student number, the module code and name, the date of the missed session, and your reason for missing it. You should make sure that you also contact your module tutor to make arrangements to catch up on any work you have missed.

If you have accrued two or more unexplained absences, you will be required to attend a tutorial interview with the module leader, your personal academic tutor, and the course leader to discuss the impact of your attendance on your performance and progress.

Different teaching methods/ activities for different learning styles:-

Visual	<ul style="list-style-type: none">• Images on PowerPoints• Boards and posters used in seminars• TV programmes• Videos on PowerPoint• Videos made to support topics
Auditory	<ul style="list-style-type: none">• Analogies interspersed in lectures• Learners work in pairs• Learners work in small groups• Also in lectures in response to questions• Audio podcasts made to support topics
Kinaesthetic	Physical activities – <ul style="list-style-type: none">• Having to move around in the seminar time• Quizzes that require use of mobile phones• Using phones/laptops to look up definitions• Dance workshop and football workshop
Tactile	<ul style="list-style-type: none">• Quizzes• completing questions on seminar sheets• writing things in response to questions in lectures• use of cards to yes/no responses• Raising hands in response to questions• Dance/football workshops
Adaptability	<ul style="list-style-type: none">• Don't allow your learning style to control you.• Awareness of how you most successfully learn is useful but by learning to adapt your learning style, you will enhance your ability to learn.• Not every session will suit your individual learning style and in a workplace environment you may find that your learning style will need to adapt and change to suit the environment. Developing techniques to adapt your learning style(s) will be useful for your employability.

Assignment One Details

Assignment One (35%)

Two Parts

This is divided a critical reflection on the football and dance workshop (skills gained as well as gender stereotypes) and 750 words as an essay plan which, hopefully, should lead into assignment 2.

Part A: Essay Plan (750 words)

- The essay plan should be submitted online via your SOLE page.
- It can be in diagrammatical or other formats rather than a list if you prefer
- For the essay plan you will need to highlight which topic you will be focusing on in assignment 2
- You will need to sketch out what you hope to do and to note some potential relevant academic sources (for the plan **4 key** texts will be sufficient although this would not be sufficient for the actual essay).
- See the example of an essay plan that will be available on Blackboard and my website.

Potential topics for the essay plan

(remember this will feed into assignment 2)

(Choose **one** of the questions below)

General questions

1. Analyse one form of popular culture (e.g. sport, dance, music, gaming, social media, film, fitness industry etc.) in relation to gender theory (or theories) studied on the module.
2. Analyse one form of popular culture in relation to philosophical theory (or

Part B: Critical Reflection – the blog contribution (No word limit)

- The critical reflection is based on your participation in both the football and dance workshops, as well as skills gained that might be useful in the workplace.
- These are compulsory sessions and you must attend. If you have an injury that prohibits you from participating then you need to observe the sessions and book a tutorial meeting with me in advance to confirm this is the case
- You will need to submit your reflection via the blog contribution situated under the module code MECS2032 on Blackboard – see the guidance at the end of this module outline for the blog contribution details.
- The skills gained section in the blog contribution should be written with an employer (rather than myself) in mind.
- If you missed either session for legitimate reasons (you will need to contact Barbara Mitra to explain the reasons for this) you will need to talk to someone who was there and get their opinion and observations about the sessions so that you can complete the blog contribution. (In this instance, you can write the skills gained in relation to the module)
- If you prefer you can do a 5 minute oral presentation instead of a blog contribution on the same topic (do get in touch if you wish to do this)

theories) studied on the module (e.g. feminist care ethics, eastern philosophies, existentialism, shame etc.).

More specific questions

3. Analyse cross-dressing in film(s) in relation to masculinity and or femininity.
4. Explore the role of social media in relation to body image and or eating disorders.
5. Explore the role of reality television in relation to gender.

Deadline for Assignment One:

14th December 2018 by 3pm online submission via **Turnitin**
– (if late within 5 days (D-) after 5 days it will get 0 (unless you can claim mitigating circumstances)

Returning of Assignment One:

Feedback by at the latest 11th January at the latest (20 days).

Assignment Two Details

Assignment Two

Essay question (65%) 1750 words

(Choose one of the questions below)

1. Analyse one form of popular culture (e.g. sport, dance, music, gaming, social media, film, fitness industry etc.) in relation to gender theory (or theories) studied on the module.
2. Analyse one form of popular culture in relation to philosophical theory (or theories) studied on the module (e.g. feminist care ethics, eastern philosophies, existentialism, shame etc.).
3. Analyse cross-dressing in film(s) in relation to masculinity and or femininity.
4. Explore the role of social media in relation to body image and or eating disorders.

Details for Assignment 2:

Applying theory to a specific area or topic

- This is applying theory that you have gained from the module to a specific area, and where appropriate conducting your own research.

Define your key terms drawing on academic sources

- You will need to define your key terms by drawing on academic sources at the start of the essay.
- You will then need to decide what you are focusing on e.g. if you are going to focus on film you might want to focus on a specific genre such as Disney, horror etc.
- You can include images e.g. DVD covers, images from websites, newspaper articles etc. and conduct your own analysis.

Relating your ideas to the theory/academic sources

- The key is to relate your own analysis to the theory/academic sources i.e. to place your analysis into the context of your reading on the topic.

How many academic sources to draw upon

- You will need to draw on at least 7-8 academic sources and I would expect to see academic journal articles in your list of references as well as academic books.
- Please avoid using introductory texts (such as those labelled Introduction to...) at this level.
- If other media add detail e.g. websites, newspapers etc. you can also include these, but they will be in addition to the 7-8 academic sources.
- All the sources in your reference list should be cited in the actual essay
- Please don't plagiarise as the penalties for this can be very severe

Length of assignment

- You are permitted to write 10% more than the target number of words, but do not write more than that as markers will not normally read or take into account anything beyond that additional 10%.

Are quotations and references included in the word count

- Quotations will be included in the word count unless the assignment instructions say differently.
- This includes referencing details (e.g. author) which will be included (apart from the List of References/Bibliography at the end which is not included).
- Your list of references should be in the Harvard Referencing style (see the library guides about Harvard Referencing <https://library.worc.ac.uk/guides/study-skills/referencing>).

Deadline for Assignment Two:	15th January 2019 by 3pm at the latest ONLINE SUBMISSION VIA <i>Turnitin</i> Submissions within 5 days receive a D-, after this time they will be a Non Submission unless you can claim mitigating circumstances
Returning of Assignment Two:	Feedback by 8 th February at the latest (20 working days)

Do check online to find your feedback

Mitigating Circumstances

What to do if you cannot submit an assignment

- Please note there are specific guidelines as to what will count in terms of [mitigating circumstances](#).
- The details (forms and deadlines) can be found <http://www.worcester.ac.uk/registryservices/679.htm>

Contact Details:

Module Leader: Dr Barbara Mitra
Room: Currently 115 Bredon
Email: b.mitra@worc.ac.uk

- I am always happy to meet with students – it is probably best to email to make an appointment. I will also have some office hours available.
- I tend to answer emails fairly quickly – except when they go into my junk email folder. I don't tend to reply on weekends, bank holidays or University closed days.
- If you have emailed me and I haven't replied, (after 2 working days) it means I have not received your email and you may want to resend it.

(Working days do **NOT** include bank holidays, Saturday, Sunday or University Closed days)

Weekly Schedule MECS2032		
Monday 11.15-12.45 and Tuesday 9.15-10.45		
Week	Lecture	Associated Readings

<p>Week 1 24/09/2018 25/09/2018</p>	<ul style="list-style-type: none"> ➤ Introduction to gender Philosophy and popular culture ➤ Consuming Popular culture gendered. 	<ul style="list-style-type: none"> ➤ Associated Reading: Wilchins, R. (2004) <i>Queer Theory, Gender Theory</i>. California, Alyson Publications, Chapter 11, pp. 123-139.
<p>Week 2 01/10/2018 02/10/2018</p>	<ul style="list-style-type: none"> ➤ Heteronormativity/ Post Post feminism ➤ Representation of women in popular culture 	<ul style="list-style-type: none"> ➤ Associated Reading: Gill, R. (2007) <i>Gender and the Media</i>. Cambridge, Polity, pp.82-91. ➤ Associated Reading: Richardson, N. and Wearing, S. (2014) <i>Gender in the Media</i>, Basingstoke, Palgrave Macmillan. Pp. 121-123 ➤ Associated Reading: Benedict, H. (1992) <i>Virgin or Vamp</i>. Oxford, Oxford University Press.
<p>Week 3 08/10/2018 09/10/2018</p>	<ul style="list-style-type: none"> ➤ Representing men in popular culture ➤ Existential crisis in masculinity 	<ul style="list-style-type: none"> ➤ Associated Reading: Blumenau, R. (2005) <i>Philosophy and Living</i>. Exeter, Imprint Academic ➤ Butterfield, B. (2006) Being Towards Death and taking pleasure in Beauty. James Bond and Existentialism In J.B. South and J.M. Held (Eds.) <i>James Bond and Philosophy</i>, Illinois, Open Court, pp. 13-15. ➤ Associated Reading: Scott, E. (2014) Agony and Avoidance: Pixar and Deniability and adult spectator. <i>Journal of Popular Film and Television</i>. Vol. 42(3), pp. 150-162.
<p>Week 4 15/10/2018 16/10/2018</p>	<ul style="list-style-type: none"> ➤ Eastern philosophies and gender (including Anime) 	<ul style="list-style-type: none"> ➤ Associated Reading: Saito, K. (2014) Magic Shojo and Metamorphosis: Magical Girl Anime and the challenges of gender identities in Japanese Society. <i>Journal of Asian Studies</i>. Vol. 73(1), pp.143-164 (see especially pages 161-162). ➤ Kupperman, J. (2000) Feminism as Radical Confucianism: self and tradition in C. Li (Ed.) <i>The Sage and the Second Sex, Confucianism, Ethics and Gender</i>. Illinois, Open Court, pp. 53-55.
<p>Week 5 22/10/2018 23/10/2018</p>	<ul style="list-style-type: none"> ➤ Football workshop (compulsory) ➤ Sport – mind and body connected 	<ul style="list-style-type: none"> ➤ Astro Turf St John's Campus. If you are unsure where to meet I will be at the Sports Centre Reception desk before the session. ➤ Practical session on Astroturf (I will be joining in). ➤ Practical workshop. You will need to wear appropriate clothing for this session – loose comfortable clothing and trainers. Bring water. ➤ If you do have shin pads please also bring these (if you don't have these the please do not worry about bringing them – I won't be wearing shin pads)! ➤ Associated Reading; Obel, C. (2002) 'Collapsing gender in Competitive Bodybuilding' in S. Scraton and A. Flintoff (eds.), <i>Gender and Sport, A Reader</i>, Oxon, Routledge .
<p>Week 6 29/10/2018 30/10/2018</p>	<ul style="list-style-type: none"> ➤ Body, beauty norms, fitness industry, eating disorders 	<ul style="list-style-type: none"> ➤ Associated Reading: Holland, G. and Tiggemann, M. (2017) Strong Beats Skinny Every Time: Disordered Eating and Compulsive Exercise in Women who post Fitspiration on Instagram. <i>International Journal of Eating Disorders</i>. Vol. 50(1), pp. 70-79. ➤ Associated Reading; Duggan, S. (2008) Body Image, Eating Disorders and the Drive for Muscularity in Gay

		<p>and Heterosexual Men. <i>Journal of Homosexuality</i>. Vol. 47(304), pp. 45-58.</p> <ul style="list-style-type: none"> ➤ Associated Reading: Bessenoff, G. R. (2006) Can the Media Affect us? Social Comparison, Discrepancy and the Thin Idea. <i>Psychology of Women Quarterly</i>. Vol. 30(2), pp. 239-251.
Progression Week: 05/11/2018 to 09/11/2018		
<p>Week 7 12/11/2018 13/11/2018</p>	<ul style="list-style-type: none"> ➤ Music and Gender (Joanna Jones) 	<ul style="list-style-type: none"> ➤ Bradley, B. and Page, J. (2017) David Bowie- the trans who fell to earth: cultural regulation, Bowie and gender fluidity. <i>Journal of Media and Cultural Studies</i>. Vol. 31(4), pp. 583-595 ➤ (see pages 593-594 (Bowie, the 2000s and the end of gender) and pages 590-592 (Bowie 80s and the New Man).
<p>Week 8 19/11/2018 20/11/2018</p>	<ul style="list-style-type: none"> ➤ New Media (including mobile phones) Joanna Jones 	<ul style="list-style-type: none"> ➤ Humphreys, S. and Vered, K.O. (2014) Reflecting on Gender and Digital Networked Media. <i>Television & New Media</i>. Vol. 15(1), pp.3-13.
<p>Week 9 26/11/2018 27/11/2018</p>	<ul style="list-style-type: none"> ➤ Feminist Care Ethics ➤ Facebook and Gender 	<ul style="list-style-type: none"> ➤ Associated Reading: Hamington, M. (2010) Care, Ethics, Friendship and Facebook in D.E. Wittkower (Ed.) <i>Facebook and Philosophy</i>. Illinois, Open Court. ➤ Associated Reading: Adams, C. J. (2015) <i>The Sexual Politics of Meat</i>. In L. Kalof and A. Fitzgerald (Eds.) <i>The Animals Reader</i>, London, Bloomsbury (pp. 177, 179). ➤ Associated Reading Kyle, R. (2010) You care for everybody: Cameron's ethics of care In W. Irwin and K. Johnson (Eds.) <i>Introducing Philosophy through Pop Culture</i>, Chichester, Wiley Blackwell, p.222-225.
<p>Week 10 03/12/2018 04/12/2018</p>	<ul style="list-style-type: none"> ➤ Dance workshop ➤ Dance and gender/ (Joanna Jones) 	<ul style="list-style-type: none"> ➤ Dance – hip hop or ballet there's no gender in dance (is there?)! ➤ Practical workshop. You will need to wear appropriate clothing for this session – loose comfortable clothing and trainers. Bring water ➤ This will form the second part of the blog contribution ➤ Riverside Studio: I will walk to the Riverside Centre after the lecture and you are welcome to walk there with me. ➤ Associated Reading: Hanna, J. L. (1998) <i>Dance, Sex and Gender, Signs of Identity, dominance and defiance</i>, Chicago, Chicago University Press, pp.75-80 and p.96.

Week 11 10/12/2018 11/12/2018	<ul style="list-style-type: none"> ➤ Cross dressing, clowns and film and gender 	<ul style="list-style-type: none"> ➤ Associated Reading: Oh, C. and Oh, D. (2017) Unmasking queerness: Blurring and Solidifying Queer Lines through K-Pop Cross dressing. <i>Journal of Popular Culture</i>. Vol. 50(1), pp. 9-29. ➤ Associated Reading: Lieberfeld, D. (1998) Keeping the Characters Straight. Comedy and Identity in Some Like it Hot. <i>The Journal of Popular Film and Television</i>. Vol. 26(3), pp. 128-135.
Week 12 17/12/2018 18/12/2018	<ul style="list-style-type: none"> ➤ Power and gender ➤ Sherlock Holmes' masculinity 	<ul style="list-style-type: none"> ➤ Associated Reading: Round, J. (2011) Out of House and Holmes In J. Steiff (Ed.) <i>Sherlock Holmes and Philosophy</i>. Illinois, Open Court, pp. 135-146. ➤ Associated Reading: Wiseman, E. (2010) The Truth about Men, Women and Food. <i>The Guardian</i>. Available at: https://www.theguardian.com/lifeandstyle/2010/oct/17/gender-eating-men-women [Accessed 2nd October 2017]. ➤ Associated Reading: Buikema, R. & Tuin, I. Van der (2009) <i>Doing Gender in Media, Art and Culture</i>. Oxon, Routledge, pp.178-187. ➤ Korsemeier, C. (2004) <i>gender and Aesthetics. An Introduction</i>. London, Routledge, pp. 144-151.
Assignment 1: 14/12/2018 by 3pm (online via Turnitin)		
Christmas and Assessment and Revision weeks:		
Assignment 2: 15/01/2019 (online via Turnitin)		

Semester 2 starts on 21st January 2019

- This applies to all modules in the School of Humanities

Your module reading list can be found at:-

<http://resourcelists.worc.ac.uk>

- **Type in MECS3003 and the resource list for 2018-9 should be seen.**
- **Click on MECS3003 to see the entire list.**
- **Click on Tale of Contents tab to see topics available.**
- **Click on the Filter tab to see the Ebooks and digital resources in the entire list.**
- **Please see the separate reading list handout for this module**

Grading Criteria based on 4 Components

Grade	A+/A/A-	B+/B/B-	C+/C/C-	D+/D/D-	E Failing Work
Argument	Excellently argued. Able to analyse and synthesise arguments to reach their own independent conclusion.	Fairly well argued. Able to engage in some critical analysis and interpretation of arguments, but does not conduct their own independent analysis	Generally fairly well argued. Able to describe arguments and debates but describes and reports rather than conducting critical analysis	Poorly argued. Able to describe some arguments and debates but there are gaps in the knowledge and understanding of the topic area	There is no clear, coherent argument formed. The debates and arguments are not clearly described or analysed

Research	There is evidence of excellent research. The arguments are supported by a wide range of appropriate sources which are excellently referenced and acknowledged in a bibliography	There is evidence of some good research. The arguments are generally supported by an appropriate range of sources which tend to be well referenced and mostly acknowledged in a bibliography	There is evidence of some research. The arguments are sometimes supported by appropriate sources which are sometimes referenced correctly, although there are some mistakes in the bibliography	There is an acceptable level of research at this level. There is some acknowledgement of sources but often not referenced correctly and often not acknowledged in the bibliography	Little evidence of research having been conducted. There are either inappropriate sources used or little acknowledgement of sources. Hence the arguments are not supported by appropriate referencing and there is an inadequate bibliography
Writing	Excellent clarity of expression, grammar and spelling. Writes in a fluent and coherent style	Good clarity of expression. Grammar and spelling are generally clear	Satisfactory expression. Grammar and spelling are usually clear although there are some errors	Mostly acceptable expression. Some inaccuracies in grammatical structures and spelling tend to detract from the assignment	Very poor clarity of expression. The assignment lacks a clear coherent structure and suffers from numerous grammatical and/or spelling errors
Comprehension	Clearly comprehends the assignment and gives original or a creative response to task set	Comprehends the assignment and gives a critical response to task but does not involve their own interpretation	Comprehends the assignment fairly well and gives an adequate response, but largely descriptive	Some comprehension of the assignment. There are some gaps in the response, but it is adequate	Does not comprehend what was required by the assignment and the response is inadequate. They do not address the task set.

Key transferable skills from this module

Key transferable skills	Lectures	Seminars	Assessed work
Communication	Through answering questions, discussing ideas with someone next to you	Communication in group work and also in feeding back to the whole group	Through written work, essays and also blog contributions
Teamwork		This is developed through group work activities/reading and questions in the seminars	Through any study groups that have been established on this module
Leadership	Speaking up on behalf of others Being a STAR (course representative)	Directing the group towards answering questions/thinking about key issues and ideas Some students have set up study groups – have you thought about doing this with a few colleagues who are on MCS?	

Initiative	Preparing before lectures by doing relevant reading on topics	<p>Answering questions/challenging module leader</p> <p>Telling the module leader if things on Blackboard do not work, if readings are too difficult or easy.</p> <p>Asking appropriate questions in seminar</p>	<p>Finding the resources for your assignments and going beyond the reading list</p> <p>Taking the initiative with regards to conducting your own research/reading in relation to assignment 2</p>
Creative thinking		As there are no definite answers, you have to think for yourself and come up with your own opinions	<p>As there are no definite answers, you have to think for yourself and come up with your own opinions</p> <p>Also choosing your assignment topic is part of this creative process (because of the choice available)</p>
Self-Awareness		<p>Regarding the ability to contribute in seminars</p> <p>Self-awareness will also be developed in relation to the practical seminar on dance.</p>	<p>Regarding your knowledge and abilities as evidenced in the assignments</p> <p>Self-reflexivity regarding gender and dance/football based on the practical seminar.</p>
Commitment/motivation	Attending lectures shows commitment	Attending seminars and contributing, doing the prepared work that has been set shows commitment	Getting assignments in on time and showing that you have conducted relevant research/reading shows motivation and commitment
Interpersonal Skills	Time management and organisational skills regarding the lectures/getting there on time and being organised enough to have prepared for the lecture	Developed through the group work and mixing of groups in seminars	Time management skills re meeting deadlines and being punctual
Computer skills		<p>Accessing materials that are available on Blackboard</p> <p>Accessing Ebooks and journal articles</p>	Word/internet searches/library searches (research skills)
Literacy		Being able to articulate your ideas clearly	<p>Grammar and punctuation</p> <p>Writing to a set brief</p> <p>Composing a persuasive argument</p>

Step 1: Blog contribution guide

The screenshot shows a web browser window displaying a Blackboard course page. The address bar shows the URL: https://worcesterbb.blackboard.com/webapps/blogs-journals/execute/blogTopicList?mode=read&course_id=_29242_1&type=journal&mode=view. The user is logged in as BARBARA MITRA. The course title is "GENDER, PHILOSOPHY AND POPULAR CULTURE". The page title is "Journals". The main content area contains the following text:

You reflective blog

Visibility: **Public**
Last Modified Date: **12/15/17 2:37 PM**
Entries: **17(2 new)**

A red arrow points to the "You reflective blog" link. To the right of the arrow, the text "1. Click you Your Reflective Blog here." is displayed. In the left-hand navigation menu, the "Your blog contribution" link is circled in red.

Journals
The journals tool gives you a personal space to communicate privately with your instructor. You can also use a journal as a self-reflective tool to post your opinions, ideas, and concerns about your course, or to discuss and analyze course-related materials. [More Help](#)

Navigation Menu:

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- Turnitin
- Course Management
- Control Panel

Step 2 Blog contribution guide

GENDER, PHILOSOPHY AND POPULAR CULTURE

Journals > You reflective blog: BARBARA MITRA



Edit Mode is: OFF

You reflective blog

Create Journal Entry  Click on Create Journal Entry View Drafts

Journal Instructions ^

- **What stereotypes have you had challenged and or reinforced by your participation in the dance and football workshops.**
- **Which skills on pages 11-12 in your module outline that have been enhanced through these workshops. (Please write this part as if writing for a prospective employer)**

Journal Details v

BARBARA MITRA (0)

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Step 3 Blog contribution guide

GENDER, PHILOSOPHY AND POPULAR CULTURE

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Create Journal Entry

Journal Entries make up the content of a Journal. Depending on the Journal settings, Entries can be edited or deleted by their authors. Journal Entries can be saved as a draft to edit or delete at a later time. [More Help](#)

* Indicates a required field.

JOURNAL ENTRY INFORMATION

* Title **Type in a title**

Entry Message

Rich text editor toolbar with options for Paragraph, Arial, 3 (12pt), Bold, Italic, Underline, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, Undo, Redo, and other formatting tools.

Type your responses to the questions here

Path: p Words:0

JOURNAL ENTRY FILES

Click **Post** to finish. Click **Cancel** to quit without saving changes.

Cancel

Don't forget to click on Post Entry - otherwise you will lose your entry

