

## COURSE SYLLABUS

### **SOC 459 *Sociology of Popular Culture, Online***

**Focus Designation: Eth, WI**

**(3 Credits)**

**University of Hawai'i at Mānoa  
Summer 2015 Online Extension**

**Instructor: Michael Dziesinski, Ph.D.**

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<b>Office Location:</b>	Saunders Hall, Room 241
<b>Office Hours:</b>	Tuesdays and Thursdays 2:30-3:30 P.M., or by appointment
<b>Email:</b>	dziesins@hawaii.edu
<b>Course Website:</b>	<a href="https://laulima.hawaii.edu/portal/">https://laulima.hawaii.edu/portal/</a>
<b>Class Meeting Times:</b>	Course is conducted online, Mon – Sat
<b>Prerequisite:</b>	Sociology 300

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## I. COURSE DESCRIPTION

This course examines popular culture from various sociological perspectives. Popular culture appears in many forms in our daily life such as the Internet, the media, film, music, comic books, video games, clothing fashions, and even the food we eat. We will explore the roles and influence popular culture has upon daily life by defining and analyzing the phenomenon with the aid of various sociological approaches that have been used to explain popular culture. Who has the power to classify what is 'popular', what is 'high brow' culture, and what is 'low brow' entertainment? Does popular culture manifest 'from the bottom up' - is popular culture created for and by the people? Or is popular culture dictated 'from the top down' - by elites and commercial interests in positions of power that shape the cultural tastes of the masses? Who are the producers and consumers of popular culture? With the global accessibility offered by the Internet and social media, have the boundaries between producer and consumer blurred? And where does the concept of intellectual property and ownership fit into the digital age of popular culture? Finally, we will compare the forms and features of the Western popular culture hub of Hollywood with other global hubs such as Bollywood and Tokyo.

## II. FOCUS DESIGNATIONS

### Contemporary Ethical Issues (E) Focus designation.

This course integrates contemporary ethical issues into the main content of the course material. At least 30% of the course content will deal with and consider ethical issues. During this 14 week course, at least 5 weekly units will discuss ethical issues in-depth using lectures, forum discussions and weekly assignments. The purpose of these ethical course topics is for students to develop the ability to recognize and analyze ethical issues as they arise; having noticed an ethical issue, then be able to then make informed deliberations in a responsible manner, and make judgments in an ethically determined manner.

1) *During each of the 4 ethical units students will be presented with an ethical quandary on a topic related to popular culture and asked to, based upon the core ethical approaches introduced, offer an ethical solution in an assigned paper and then argue that stance with classmates in the class forums.* 2) *At the end of the class debate, it is expected that the class will arrive at some form of consensus on the ethical issue.* The ethical component of the student's score will be based upon the thoroughness of

satisfying these two criterion while applying earnest and thoughtful consideration for each unique ethical issue in the context of popular culture. ***For more details on the integration of the ethics focus into this class, see page 3 of the syllabus.***

### Writing Intensive (WI) Focus Designation

This course has the focus designation Writing Intensive (WI). The student will be expected to write a minimum of 4,000 words during the period of the semester. The 4,000 word WI requirement for this course will be satisfied via weekly participation posting to the topic discussions forums, a weekly reaction paper assignment, and a final class paper. Failure to satisfy the minimum stated word count for class writing assignments will have an adverse on the student's final grade. *Instructor feedback and suggestions for improvement on future submissions will be provided on each weekly writing assignment submitted by students.*

## III. REQUIRED TEXTBOOKS/MEDIA

Weekly reading assignments listed in the course outline will be posted on the Lulima site for this course, from the two course textbooks, as PDFs, or clickable web links in the Assignments Section. **You should complete reading/watching all assigned materials before posting in the weekly discussions.**

The textbooks for this course will be supplemented with occasional readings in the form of PDFs and links to web sources.

**Format:** Paper textbook

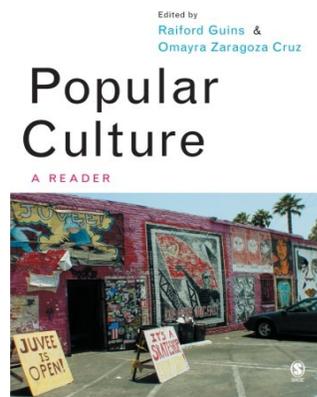
**Author:** John Storey

**Title and edition #:** *Cultural Theory and Popular Culture, An Introduction. Sixth Edition.*

**ISBN:** 978-1-4082-8527-5

**Publisher:** Pearson (www.pearson-books.com)

**Required or optional text (R or O):** Required



**Format:** Paperback textbook

**Title:** Popular Culture: A Reader

**Authors:** Raiford A. Guins, Omayra Zaragoza Cruz (Eds.)

**ISBN #:** 0761974725

**Edition:** 1st edition. Paperback

**Copyright Year:** 2005

**Publisher:** SAGE Publications Ltd

**Required or Optional:** Required

**Additional (CDs, electronic versions, etc.):** N/A

**Required or optional text (R or O):** *Optional*

### Required Computer Software

- A multi-platform web browser that is up-to-date. Check for software updates within the browser if you are not sure.
  - Firefox [www.mozilla.org/en-US/firefox/new/](http://www.mozilla.org/en-US/firefox/new/)
  - Chrome [www.google.com/chrome](http://www.google.com/chrome)
  - Safari [www.apple.com/safari/](http://www.apple.com/safari/)

- For multi-media materials, this course will link to web sites outside Laulima and will require video or streaming plug-ins for your browser. While some sites might have custom video players, these are the most common on the web.
  - Adobe Flash Player [www.adobe.com/support/flashplayer/downloads.html](http://www.adobe.com/support/flashplayer/downloads.html)
  - Quicktime Player [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- Software or browser add-ons in order to read the PDF document format.
- *Weekly Media Assignments.* I will re-check media links the week before a class topic. I often link to Youtube.com videos as the website is a hub of contemporary digital pop culture. However, with Youtube's recent implementation of automated bots that pull or suspend videos with copyright claims, linked assigned videos can possibly go dead at any time- even if the copyright claim is unfounded (*see: copyright and patent trolls*). I ask that the class inform me immediately when a media link presents problems so I can offer alternatives as soon as possible.

#### IV. ETHICS FOCUS REQUIREMENTS (E)

One of the key goals of this course is to expand the student's awareness on the effect popular culture has on the society in which we live. The assignments in this course are designed to teach students to recognize, think critically about popular culture, and exercise agency when interacting with popular culture influences in their lives.

##### **Four course units in particular present ethical decision making dilemmas:**

*Week 03, Topic #1: Feminism and the 'Male Gaze' in Popular Culture;*

*Week 05, Topic #2: Representations of Ethnicity and Alternative Lifestyles in Pop Culture;*

*Week 07, Topic #3: Moral Panics in Popular Culture- Effects and Resistance;*

*Week 09, Topic #4: Fans, Participant Culture, and Commercial Intellectual Ownership.*

##### **For each of these units with an ethics focus, students will be presented with:**

- 1) The ethical issue,
- 2) Relevant sociological theory and,
- 3) Ethical guidelines drawn from the Santa Clara website ([www.scu.edu/ethics/practicing/decision](http://www.scu.edu/ethics/practicing/decision)) on ethical decision-making frameworks.

##### **The intent of the ethical units in this course is three-fold:**

- 1) To expose students to the main ethical debates,
- 2) Have the student choose, experience, and rationalize an ethical choice as
- 3) Applied to the concrete issue presented in each of the four popular culture units.

##### **The primary ethical decision making frameworks to be introduced in this course are:**

- 1) The Fairness Approach,
- 2) The Virtue Approach,
- 3) The Utilitarian Approach,
- 4) The Common Good Approach and
- 5) The Rights Approach.

Outlines for these ethical approaches can be found at ([www.scu.edu/ethics/practicing/decision](http://www.scu.edu/ethics/practicing/decision)). In addition, a PDF will be provided with a more in-depth exploration of each. All five will be formally introduced in Week Two of the semester in order to expose students to these varied ethical concepts.

*In ethics assignments #1-4 students must choose and apply what they judge the most appropriate of the five ethical approaches in the four units designated as ethics focus topics.* **Further, once students' post their own ethics paper, they must be prepared to defend their choice of an ethical approach towards the issue with the rest of the class in a consensus-building discussion over the next week.** In this way, students will learn about ethics through concrete application, and refine their understanding of ethical problem solving through debate with classmates holding differing perspectives.

## V. COURSE REQUIREMENTS

### Weekly Work Flow

<u>Deadlines</u>	<u>Task</u>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Phase One</b> Midnight, Tuesday</p> </div> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> <li>• Read ALL assigned reading materials.</li> <li>• Respond in the forums to at least two topics introduced by instructor.</li> </ul>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Phase Two</b> Midnight, Thursday</p> </div> <p style="text-align: center;">↓</p>	<ul style="list-style-type: none"> <li>• Read everyone's forum responses in Phase One and respond to at least two of that <i>you did not initially answer</i> in the forums.</li> </ul>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Phase Three</b> Midnight, Saturday</p> </div>	<ul style="list-style-type: none"> <li>• Respond to comments on your postings in Phase Two.</li> <li>• Submit the weekly one-page reaction paper.</li> <li>• <i>If an Ethics paper is due</i>, post a PDF of your paper in the Ethics forum.               <ul style="list-style-type: none"> <li>○ Try to build a consensus with the class on the ethical issue in the Ethics forum thread by Saturday of the following week.</li> </ul> </li> </ul>

**There are six components to your grade in this course.**

#### 1) One-Page Reaction Papers (30% of final grade).

##### Reaction Paper Guidelines

Weekly deadline: Saturday, Midnight (*Hawaii time*).

Late papers: Automatically lose one letter grade per day late.

File names: "Your family name-date-Course #-paper #" (e.g. Dziesinski-02.03.14-SOC352-RP1).

File types: Microsoft .doc, .doc x, or .PDF

Document formatting: Single-spaced. Use the Font Times New Roman, 12 point.

Layout: Your name, date, reaction paper #, and title should be included on the top of each page.

Word count: each reaction paper must be at least 250 words (not including your name, date and title).

Citation: For quotes or sources in your paper, use the ASA citation format. URL: [goo.gl/FTzX0Q](http://goo.gl/FTzX0Q)

Submission: Submit your paper as a file attachment in the "Assignments" section of Lulima.

Total number: 9

- a. The instructor will post an essay question covering the readings (topics) for that week in the "Reaction Papers" section in Lulima. Response papers serve to help you think through the readings, serve as the foundation of material to prepare for the final project, and become the basis for the weekly forum dialogue with your classmates.
- b. **The reaction paper is a weekly essay quiz on the assigned unit materials, both text and video.** The reaction paper should indicate that the student has read/watched the weekly materials and provide an analysis that contributes to the weekly class discussion on the topic. However, it should not just be a summary of the assigned readings for the week, I expect you critically engage with the material, incorporating your own insights and reflections on the issue. *But remember, the reaction paper is not an opinion essay either, it is a test of your knowledge, comprehension, and critical thinking skills as applied to the assigned materials.*
- c. Reaction papers are graded based on clarity of expression, structure and format, thoughtfulness, and demonstration of critical thinking. Each paper will be evaluated by the instructor using a scale from 0 to 38.

## 2) Weekly Discussion Forums (30% of final grade).

*You are expected to post 4+ times throughout the week:*

### [Phase One]

*Deadline:* Midnight, Tuesday (11:59:59 PM, Hawaii time).

- The instructor will post several discussion topics centered on the week's readings each Saturday for the following week's topic.
- Read ALL the assigned reading materials, and **answer two of the topics** in the "Weekly Forum" section in Lualima under the marked weekly thread by midnight, Tuesday. *Each answer should be at least one paragraph in length.*

### [Phase Two]

*Deadline:* Midnight, Thursday (11:59:59 PM, Hawaii time).

- Read everyone's answers in the weekly forum thread. **Respond to two or more posts** that addressed topics you did not initially answer in Phase 1 by midnight, Thursday. *Each answer should be at least one paragraph in length.*

### [Phase Three]

*Deadline:* Midnight, Saturday (11:59:59 PM, Hawaii time).

- In Phase 3, **respond to any comments on your own posts in Phase 2** by midnight, Saturday. *Each answer should be at least one paragraph in length.*
- In order to get full credit for the week's participation, you must clearly state at the end of this Friday post 1) which topics you answered in Phase 1 and 2) the student's names and topics you responded to in Phase 2. Example: *I chose topic A and topic B in Phase 1, and responded to Student#1 (topic C) and student #2 (topic D) in Phase 2.*

### **Forum Guidelines**

Students are required to contribute to a discussion on the weekly assigned reading topic by contributing to a collaborative forum thread found on Lualima in the "Weekly Forums" section.

- a. The discussion forum presents the opportunity for online classmates to directly interact and collectively discuss/analyze the weekly topic as they build a shared understanding on the sociology of education. Weekly posts will be read and monitored by the instructor and should become a shared conversation between the instructor and all students throughout the week on the particular topic. Your post must demonstrate intellectual engagement with the topic, show evidence of thoughtfulness, be constructive, not be disrespectful, *and be on time.*
- b. *If your posts are time-stamped when the topic was assigned, you receive full class participation credit. However, if you did not post during the week of the assignment, trying to post on past-due topics later in the semester will grant no discussion points for that week. Be on time.*

## 3) Ethics Focus Topics for Weeks 3, 5, 7, and 9 (5% of final grade).

- a. In order to encourage students to apply ethical approaches in a practical manner, **each ethical focus topic has an assigned ethics question requiring an answer of 150 words or more that will require the student to apply one of the five ethical decision making frameworks to the unit topic.**

- b. The student should try to rationally explain why one ethical approach would be the most sensible, or perhaps why the others would be less appropriate.
- c. The student is encouraged to provide an applicable case from their own experiences to make their argument.

#### 4) Ethics Topic Folder in Discussion Forums (10% of final grade).

In addition to submitting the ethics focus answer to the instructor for a paper grade, each student will paste a PDF of their ethics approach answer into discussion folder for that week. **The rest of the class should read each paper and offer constructive comments and try to build a consensus thread on the most appropriate ethical decision making approach to the issue at hand.**

- a. Posting in PDF format is preferred so that everyone can read your paper.
- b. You will receive 5 points for posting your finished ethics assignment (there are 5 papers in total).
- c. You will receive another 20 points posting constructive feedback. **You are expected to provide a minimum of two student paper responses**, but you should try to respond to as many posted papers as you can, preferably at least one comment to each student paper. The most efficient method would be a threaded topic integrating ethics papers into one discussion on the ethical theme.
- d. Forum responses consisting of terse one-sentence replies like “I agree,” and “I think so too,” will not receive participation credit. **You should be prepared to offer at least a paragraph or two of feedback** on the ethical issue and your classmate’s observations on that topic.
- e. Finally, **each student is expected to contribute an additional two posts in the ethics forum for the purposes of building a class consensus on the topic.** Two census-building posts are the minimum but more are encouraged. Student peer feedback on posted ethics papers is due in the Ethics Forum by *Friday of the following week*.
- f. **In sum, each ethics topic requires a minimum total of FOUR POSTS in the Ethics Forum.** It is hoped that the process of writing a unit paper to present a case and defending your ethical decision-making framework with your peers will help offer students professional skills in responsible deliberation and ethical approaches to real world issues in the future.

#### 5) Project Proposal (5% of final grade).

Please submit a 1-2 page project proposal. The final project can be drawn from any popular culture topic covered during the semester. If the desired topic is covered later in the semester, you are encouraged to read ahead so that you can present an informed proposal. Apply the relevant sociological theories to explain the issue you wish to investigate. Your proposal should include the following:

- a. **Proposal Structure**
  - i. Working project title.
  - ii. A thesis statement or research question you seek to answer.
  - iii. A paragraph or two stating the background on your topic, why it's academically interesting, and what you propose to do to delve further into the topic with your project. For the background, you'll need to find 3-5 sources to inform and support your research argument.
  - iv. Cover Page and Outline. Please provide a cover page and preliminary outline of your proposed research paper.
  - v. Organize your sources into a short bibliography, 5 or more citations, in ASA format\*. These can be books or links to articles. Citations of Wikipedia will not be accepted- go find the original sources and read them.

**6) Final Project (20% of final grade).**

Students must choose a topic in popular culture and have it instructor approved by week 6 of the semester. All projects should use the ASA format\* for citation. I will provide further details for the Final Project in week 4.

- a. Research Paper. Students pick a research topic on popular culture and *write a 1,400 word research paper*, about five double spaced pages. This paper should be structured with an intro, a clear thesis statement, a literature review, a body, a conclusion, and a bibliography. The paper may use any outside books or text resources, provided they are properly cited. *You must upload a PDF and Word .doc file of your paper to Laulima by the published deadline.*
- b. *Class Reactions to student projects.* I'd like to encourage the class to post early final project drafts on week 13 in order to receive constructive feedback from classmates. This way, if there are any issues with the project you can correct them in the final revision you submit at the end of week 14. I will award class participation points to 1) those who post their papers early for peer review and 2) to those students who offer feedback.
- c. **\*ASA CITATION STYLE:** *Guidelines for the American Sociological Association's (ASA) format for research papers and citation can be found here:*  
<http://owl.english.purdue.edu/owl/resource/583/01/>  
<http://www.calstatela.edu/library/guides/3asa.pdf>

## VI. GRADING CRITERIA

### Assignment Grading

The final grade for the course will be based on the total number of points earned in the six components of the course. The weight assigned for each component is as follows:

Course Components	Count (minimum)	Percent of Course Grade
1. Weekly Reaction Papers (250 words)	9	30%
2. Forum Posts	42	30%
3. Ethics Answers (150 words)	4	5%
4. Ethics Forum Feedback	16	10%
5. Final Project Proposal	1	5%
6. Final Research Project Paper (1,400 words)	1	20%
<b>Total Grade:</b>		<b>100%</b>

### Final Grades

97-100%	A+	82-84%	B	69-71%	C-
93-96	A	79-81	B-	65-68	D+
89-92	A-	75-78	C+	62-64	D
85-88	B+	72-74	C	59-61	D-
				0-58	F

### Deadlines, Late Assignments

The due date for all class assignments are indicated in the course syllabus. Assignments turned in after the due date will be assessed a grade penalty. Late assignments are penalized one letter grade per day after the posted due date until handed into the instructor. If a student has a valid reason for which they are unable to turn in work during the assigned period, they should be prepared to provide documentation. Otherwise, students should not expect make-up work or extensions of deadlines and will receive a zero for that missed assignment in their course grade.

### Requirements: Student Responsibilities for Online Courses

With an online course every student has full access to the class source material via an Internet connection any time of day, anywhere in the world, at his or her convenience, without the hassle of commuting to campus or finding a parking spot. But as with face-to-face classes, online courses also come with certain responsibilities.

- a. One, you should have reliable access to an Internet connection with decent bandwidth, as you will need to watch online video. Further, you will need to be able to log in several times a week in order to satisfy participation requirements for the class. Missed deadlines will not be excused by "my internet was down"- you should make arrangements for internet access alternatives before critical deadlines. Another requirement is you should have a working knowledge for basic internet usage and computer software. *See the textbook section for a list of required computer software for this class, all of which are free to download.*
- b. Second, with an online course it is important to thoroughly read the syllabus and weekly assignments *carefully* so that you know exactly what you need to do over the term. As an online course, the syllabus provides a road map for the course from start to finish. You are encouraged to read ahead, as most all of the assigned material is right there in the syllabus on day one.

- c. Third, an online course has the same class participation responsibilities as in a regular classroom. Online class participation is in the written form of weekly assignments and weekly discussions with your online classmates about the popular culture readings and topics.

***KOKUA – Students with Disabilities or Special Needs***

For students with disabilities who may feel the need for assistance during the semester, please feel free to contact me in private. Further, we can work with the KOKUA Program to offer additional assistance. If you are not familiar with the KOKUA program, here is their contact information:

<http://www.hawaii.edu/kokua/>

***Academic Integrity - Cheating & Plagiarism***

Students in this course are expected to comply with the University of Hawaii's Policy on Academic Integrity. *"The integrity of a university depends upon academic honesty, which consists of independent learning and research. Academic dishonesty includes cheating and plagiarism. The following are examples of violations of the Student Conduct Code that may result in suspension or expulsion from UH Manoa."*

The original source, and further detail on these policies, can be found here:

<http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>

It is the responsibility of each student to know the University of Hawaii code of conduct, and in relevance to this class, the rules regarding, and the consequences of, cheating and plagiarism. Ignorance of these rules will not excuse any misconduct. To quote from page 6 of the University of Hawaii Student Code of Conduct:

*"Plagiarism includes, but is not limited to, submitting, in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or dry labbing, which includes obtaining and using experimental data and laboratory write-ups from other sections of the course or from previous terms or fabricating data to fit the desired or expected results."*

The original source, in full, is here:

[www2.honolulu.hawaii.edu/sites/www2.../policies-student-conduct.pdf](http://www2.honolulu.hawaii.edu/sites/www2.../policies-student-conduct.pdf)

**In particular, ethical breeches of dry labbing will not be tolerated in this course. Borrowing data from another source or fabricating results is a serious offense in academics as it weakens the entire scientific foundation upon which professional research is based. If a student is found to have fabricated or plagiarized any part of their field projects, I will have no recourse but to recommend UH academic disciplinary action.**

**VII. COURSE SCHEDULE**

<b><u>Week</u></b>	<b><u>Content</u></b>	<b><u>Assignments</u></b>
1	<p><b><i>Defining Popular Culture</i></b></p> <p>PDF: (Storey) "Chapter 1: What is Popular Culture" (1-14) G&amp;C: "Delineating Culture-Mass-popular" (20-22)</p> <p><b><i>Theories on Popular Culture I: Marxisms</i></b></p> <p>Textbook: (Storey) "Chapter 4: Marxisms" (59-91) G&amp;C: "Commodifying: The Commodity, Culture and Social Life" (83-87) G&amp;C 9: (Benjamin) "The Work of Art in the Age of Mechanical Reproduction" (96-102)</p> <p><u>Media Assignment</u>: Hawaii in popular culture</p>	<p><b>R.Paper #1 Assigned</b></p> <p><b>Tue, Thurs, Sat: Forum Posts</b></p> <p><b>Sat: R.Paper #1 Due</b></p>
2	<p><b><i>Theories on Popular Culture II: Structuralism</i></b></p> <p>Textbook: (Storey) "Chapter 6: Structuralism" (113-136) G&amp;C 19: (Fiske) "Popular Discrimination" (215-221) PDF: (Sharrett) "American Sundown: <i>No Country for Old Men, There Will be Blood</i>, and the Question of the Twilight Western" (261-267)</p> <p><u>Media Assignment</u>: Westerns as American Myth-making</p> <p><u>Ethics Prep</u>: 5 ethical approaches: (<a href="http://www.scu.edu/ethics/practicing/decision">www.scu.edu/ethics/practicing/decision</a>)</p>	<p><b>R.Paper #2 Assigned</b></p> <p><b>Tue, Thurs, Sat: Forum Posts</b></p> <p><b>Sat: R.Paper #2 Due</b></p>
3	<p><b><i>Theories on Popular Culture III: Gender &amp; Sexuality</i></b></p> <p><b><i>Feminist Theory</i></b></p> <p>Textbook: (Storey) "Chapter 7: Gender and Sexuality (first section) PDF: (Mulvey) "Visual Pleasure and Narrative Cinema" G&amp;C 20: (Kipnis) "(Male) Desire and (Female) Disgust: Reading Hustler" (223- 240) <u>Media Assignment</u>: Feminism &amp; the 'male gaze' in pop culture</p>	<p><b>R.Paper #3 Assigned</b></p> <p><b>Tue, Thurs, Sat: Forum Posts</b></p> <p><b>Sat: R.Paper #3 Due</b></p>
	<p><b><u>ETHICS FOCUS TOPIC #1</u></b></p> <p><i>Apply the five ethical approaches: (<a href="http://www.scu.edu/ethics/practicing/decision">www.scu.edu/ethics/practicing/decision</a>) to The 'Male Gaze' in Pop Culture</i></p>	<p><b>Ethics Topic #1 Ethics Forum</b></p>

<b>Week</b>	<b>Content</b>	<b>Assignments</b>
4	<p><b><i>Theories on Popular Culture IV: Gender as a Social Construct- Performance &amp; Cultural Depictions</i></b></p> <p><i>Masculinities</i></p> <p>Textbook: (Storey) "Chapter 7: Gender and Sexuality (cont.)  PDF: Ralph Donald, "Masculinity's Dirty Dozen" (64-82)  <u>Media Assignment:</u> Depictions of masculinities</p> <p><i>Queer Theory and Pop Culture</i></p> <p>PDF: (Raymond) "Popular Culture and Queer Representation" (98-110)  G&amp;C 34: (Halberstam) "Drag Kings: Masculinity and Performance" (429-439)  G&amp;C 33: (Fuch) "...Queers, Punks, and Alternative Acts" (417-427)  <u>Media Assignment:</u> Depictions of alternative lifestyles</p>	<p><b>Mon: R.Paper #4 Assigned</b></p> <p><b>Tue, Thurs, Sat: Forum Posts</b></p> <p><b>Sat: R.Paper #4 Due</b></p>
5	<p><b><i>Bringing the Marginalized to the Center: Ethnicity in Popular Culture</i></b></p> <p><i>"Spectacle" and Minority Stereotypes in Pop Culture</i></p> <p>PDF: Douglas Kellner. "Sport, Media Culture and Race" (143-154)  G&amp;C 24: (Hall) "What is this 'Black' in Black Popular Culture?" (285-293)  G&amp;C 37: (Viesca) "Straight out of the Barrio..." (479-494)</p> <p><u>Media Assignment:</u> Chappelle &amp; Hollywood</p>	<p><b>Mon: R.Paper #5 Assigned</b></p> <p><b>Tue, Thurs, Sat: Forum Posts</b></p> <p><b>Sat: R.Paper #5 Due</b></p> <p><b>PAPER PROPOSAL DUE</b></p>
	<p><b><u>ETHICS FOCUS TOPIC #2</u></b></p> <p><i>Stereotyping of Ethnicity in Pop Culture</i></p>	<p><b>Ethics Topic #2 Ethics Forum</b></p>
6	<p><b><i>Commercial Pop Culture I</i></b></p> <p><i>Mass Media and Corporate Producers of Meaning</i></p> <p>PDF: (Gamson) "Claims to Fame" Chapter 3  G&amp;C 14: (Smith) "Tommy Hilfiger in the Age of Mass Customization" (151-157)  PDF: (Kellner) "Fashion, Advertising, and the Consumer Society" (25-32)  <u>Media Assignment:</u> Frontline documentary, <i>The Merchants of Cool</i></p>	<p><b>Mon: R.Paper #6 Assigned</b></p> <p><b>Tue, Thurs, Sat: Forum Posts</b></p> <p><b>Sat: R.Paper #6 Due</b></p>

<b>Week</b>	<b>Content</b>	<b>Assignments</b>
7	<p><b><i>Commercial Culture II</i></b>  <i>Culture Jamming, Cultural Mash-ups, and Resistance</i></p> <p>PDF: (Rumbo) "Consumer Resistance in a World of Advertising Clutter: The case of Adbusters" (127-144)  PDF: (McRobbie) "The moral panic in the age of the postmodern mass media" (198-217)</p> <p><u>Media Assignment</u>: Ad-busters and culture jamming, moral panics surrounding videogames and Columbine</p> <p><b><i>ETHICS FOCUS TOPIC #3</i></b>  <i>Moral Panics in Pop Culture</i></p>	<p><b>Mon: R.Paper #7</b>  <b>Assigned</b></p> <p><b>Tue, Thurs, Sat:</b>  <b>Forum Posts</b></p> <p><b>Sat: R.Paper #7</b>  <b>Due</b></p> <p><b>Ethics Topic #3</b>  <b>Ethics Forum</b></p>
8	<p><b><i>Pop Culture in the Digital Age</i></b>  Social Media and New Media</p> <p>PDF: (Jenkins) <i>Fans Bloggers and Gamers: Exploring Participatory Culture</i>, "Pop Cosmopolitanism" (152-172)  G&amp;C 40: (Nakamura) "Head-Hunting on the Internet..." (520-532)  PDF: (DeAngelis) "The Completely Accessible Star Persona of Mr. Keanu Reeves" (87-97)  <u>Media Assignment</u>: PBS Frontline Documentary, <i>Generation Like</i></p>	<p><b>Mon: R.Paper #8</b>  <b>Assigned</b></p> <p><b>Tue, Thurs, Sat:</b>  <b>Forum Posts</b></p> <p><b>Sat: R.Paper #8</b>  <b>Due</b></p>
9	<p><b><i>Fandoms and Popular Culture</i></b>  <i>The Internet, Fans, and Participant Culture</i></p> <p>PDF: (Jensen) "Fandom as Pathology" (301-312)  G&amp;C 22: (Jenkins) "Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching" (249-260)  BLOG: "Are fan fiction and fan art legal?" Davis, io9.com 8/12/12  BLOG: "Does Copyright Matter?" Parks, Nybooks.com 8/14/12  Podcast: NPR, <i>On the Media</i>- "The Past, Present and Future of Ownership" 12/27/13 (<a href="http://www.onthemedial.org/story/past-present-and-future-ownership/">http://www.onthemedial.org/story/past-present-and-future-ownership/</a>)</p> <p><u>Media Assignments</u>: Documentary <i>Star Wars- The People Vs. George Lucas</i></p> <p><b><i>ETHICS FOCUS TOPIC #4</i></b>  <i>Copyright and Fan Fiction</i></p>	<p><b>Mon: R.Paper #9</b>  <b>Assigned</b></p> <p><b>Tue, Thurs, Sat:</b>  <b>Forum Posts</b></p> <p><b>Sat: R.Paper #9</b>  <b>Due</b></p> <p><b>Ethics Topic #4</b>  <b>Ethics Forum</b></p>

<b>Week</b>	<b>Content</b>	<b>Assignments</b>
10	<p><b><i>Globalization of Popular Culture: Cosmopolitanism and Transnationalism</i></b></p> <p><i>Hollywood, Bollywood, and Tokyo</i></p> <p>PDF: (McGray) "Japan's Gross National Cool", Foreign Policy 2001            BLOG: "How Virtual Pop Star Hatsune Miku Blew Up in Japan" Wired 10/12            PDF: (Norris) "Exploring Japanese Popular Culture as Soft Power"</p> <p><i>Global Music</i></p> <p>G&amp;C 25: (Gopinath) "Bombay, UK, Yuba City: Bhangra Music and the Engendering Diaspora" (294-307)            G&amp;C 39: (Lipsitz) "Diasporic Noise: History, Hip Hop, and the Post-Colonial Politics of Sound" (504-517)            PDF: (Condry) "Japanese Hip Hop and the Globalization of Popular Culture"</p> <p><u>Media Assignments:</u> "Is Japan Cool?", SNL Skit J-Pop show, Virtual Star Hatsune Miku, Ghilbli and Gainax Anime. Japanese Hip-hop.</p>	<p><b>Tue, Thurs, Sat: Forum Posts</b></p>
	<p><b>Final Project Presentations</b></p> <p>Student feedback comments on other student projects  <b>Upload all final project files to assignments folder</b></p>	<p><b>FINAL PAPER DUE</b></p>

**Notes:**

**Storey:** Required Textbook.

**G&C:** Required Textbook, *Popular Culture: A Reader*, Guins and Cruz, eds.

**PDF:** Supplemental Reading

**BLOG:** Curated Website

**Media Assignment:** Links to video/audio provided on UH Lailima website.

***\*Please note that the assigned readings for this syllabus may be revised- I may thin out assigned readings for some weeks.***