COURSE SYLLABUS

SOC 459 *Sociology of Popular Culture*
Focus Designation: Eth, WI
(3 Credits)
University of Hawai'i at Mānoa
Spring 2015

Monday, Wednesday, and Friday, 10:30-11:20 A.M.
Meeting Place: TBD

Instructor: Michael Dziesinski, Ph.D.

Office:	Saunders Hall, Room 241
Office Hours:	Wednesdays 3:30-5:00 p.m. and by appointment.
Email:	dziesins@hawaii.edu
Course Website:	https://laulima.hawaii.edu/
Prerequisite:	Sociology 300

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 16-week course, five (5) units will discuss ethical issues in-depth using lectures, class discussions, and writing assignments. The purpose of these ethical course topics is for students to develop the ability to recognize and analyze ethical issues as they arise. When having noticed an ethical issue, be able to then make informed deliberations in a responsible manner, and make judgments in an ethically determined manner.

1) *During each of the 5 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. 2) *At the end of the class debate, it is expected that the class will arrive at some form of consensus on dealing with 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 also 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 reaction paper assignments, ethics papers, 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. In addition, the instructor will provide optional instructional resources for those interested in further honing their writing skills during the semester.

III. REQUIRED TEXTBOOKS/MEDIA

Weekly reading assignments listed in the course outline will be taken from the course textbook, offered as PDFs, in-class handouts, or clickable web links in the Assignments Section of Laulima. *You should complete reading/watching all assigned materials before showing up for the class session where it is to be discussed.*
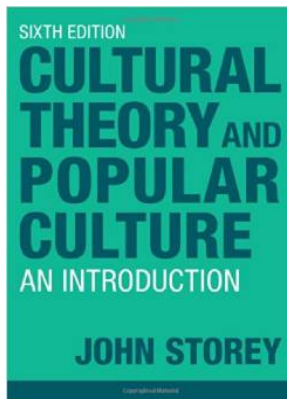
Format: Paperback textbook
Title: Cultural Theory and Popular Culture, An Introduction
Authors: John Storey
ISBN #: 978-1-4082-8527-5
Edition: 6th edition. Paperback
Copyright Year: 2012
Publisher: Pearson
Additional (CDs, electronic versions, etc.): N/A
Required or optional text (R or O): *Required*
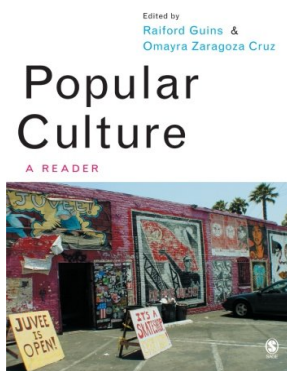
Format: Paperback textbook
Title: Popular Culture: A Reader
Authors: Raiford A. Guins, Omayra Zaragoza Cruz (Eds.)
ISBN #:0761974725
Edition: 1st edition. Paperback
Copyright Year: 2005
Publisher: SAGE Publications Ltd
Additional (CDs, electronic versions, etc.): N/A
Required or optional text (R or O): *Required*

Suggested 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/
  - Chrome www.google.com/**chrome**
  - Safari 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
  - Quicktime Player 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 web 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.

Five course units in particular present ethical decision making dilemmas:

Week 03, Topic #1: The Five Ethical Approaches Applied to Commodity as Spectacle;
Week 05, Topic #2: Feminism and the 'Male Gaze' in Popular Culture;
Week 07, Topic #3: Representations of Ethnicity and Alternative Lifestyles in Pop Culture;
Week 09, Topic #4: Moral Panics in Popular Culture- Effects and Resistance;
Week 11, Topic #5: 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) 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). In addition, a PDF will be provided with a more in-depth exploration of each. All five will be formally introduced in Week three of the semester in order to expose students to these varied ethical concepts.

The first ethics assignment paper of 250 words will be due on Week Four. This first assignment is designed as a primer on ethics where the student should summarize each of the five approaches to the best of their ability and apply the BEST ethical approach towards the issue of *Commodity as Spectacle*. In future ethics assignments #2-5, 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 write 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 the following week of class. 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

There are seven components to your grade in this course.

1) Class Participation (10% of final grade)
Class sessions are structured around the expectation that students have completed assigned readings and activities before to the class meeting time. Therefore, students should come to class fully prepared to engage with the assigned materials, classmates, and the instructor. Further, during in-class discussions, students are expected to contribute intelligent and informed observations on the subject matter.

2) Quizzes (10% of final grade)
Five (5) short quizzes will be administered during the semester in order to test student knowledge on assigned readings. Each quiz will offer 1-3 questions about the assigned materials. Students will have 15 minutes to complete each quiz.

3) Reaction Papers (30% of final grade).
Submission: Submit a paper copy in class on the due date as well as a file attachment in the "Assignments" section of Laulima.
Deadlines: Dates are listed in the course schedule
Late papers: Automatically lose one letter grade per day late.
Document formatting: Single-spaced. Use the Font Times New Roman, 12 point.
Layout: Across the header of each page, provide your *name*, *date*, and *reaction paper #*. The topic title should be located on the top of the first page just above the body of text. If the document is more than one page, please provide a page number in the footer of the pages.
Word count: each reaction paper must be at least 250 words (not including your name, date, and title), about 1-2 pages.
Citation: For quotes or sources in your paper, use the ASA citation format. URL: goo.gl/FTzX0Q
Laulima File names: Your family name-date-Course #-paper # (Example: Dziesinski-08.28.14-SOC459-RP1)
Laulima File types: Microsoft .doc, .docx, or .PDF
Total number: 8

a. The instructor will post an essay question covering the readings (topics) in class as well as in the "Reaction Papers" section in Laulima. 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 test 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. They should be written in a formal academic style. Each paper will be evaluated by the instructor using an A-F scale.

4) Ethics Focus Papers and Discussion (15% of final grade)

a. In order to encourage students to apply ethical approaches in a practical manner, **each of the five ethical focus topics has an assigned ethics paper of 250 words that will require the student to argue for one of the five ethical decision making frameworks as applied to the unit topic.**

b. *NOTE: This is a reaction paper combined with an ethical discussion.* The first half of the paper should be written to introduce and analyze the weekly topic.

c. In the second half of the paper, 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.

d. The student is encouraged to provide an applicable case from their own experiences to make their argument, but be sure to satisfy the other writing requirements first.

In Class Ethics Discussion/Debate

In addition to submitting the ethics focus reaction paper to the instructor for a paper grade, each student should be prepared to engage in a class debate in order to arrive at a consensus on which ethical approach is the most appropriate for the discussion topic and why. *The class discussion should be constructive and respectful as we try to build a consensus on the most appropriate ethical decision making approach to the issue at hand.* **These four consensus building activities are part of your class participation and Ethics focus components of your course grade.**

a. Terse one-sentence replies like "I agree," and "I think so too," will not receive participation credit. You should be prepared to offer valid reasons for your support on the stance on the ethical issue and your classmate's observations on that topic. Be prepared to offer concrete examples to support your viewpoint.

b. 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 for 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. **<u>Proposal Structure</u>**
      i. Working project title.
      ii. A <u>thesis statement</u> or <u>research question</u> you seek to answer.
      iii. A paragraph or two stating the <u>background on your topic</u>, 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. <u>Cover Page and Outline</u>. Please provide a cover page and preliminary outline of your proposed research paper.
      v. Organize your sources into a <u>short bibliography</u>, 5 or more citations, in **American Sociological Association** 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 9 of the semester. <u>All projects should use the ASA format* for citation</u>. I will provide further details for the Final Project in week three.
   a. <u>Research Paper</u>. Students pick a research topic on popular culture and *write a 1,600 word research paper*, about six 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 14-15 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 16. I will award extra 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

7) Final Class Presentation (10% of final grade)
Students will prepare and present a ten (10) minute report on the results of their research project to the rest of the class and field a short question and answer session. The last week and a half of class sessions in the semester will be set aside for student presentations. *Student involvement, both as presenters and in offering constructive peer feedback, will also be a part of the class participation grade.*

VI. GRADING CRITERIA

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

Course Components	Count (minimum)	Percent of Course Grade
1. Class Participation		10%
2. Quizzes	5	10%
3. Short Reaction Papers	8	30%
4. Ethics Papers and Discussion	5	15%
5. Final Project Proposal	1	5%
6. Final Research Project Paper	1	20%
7. Final Project Presentation	1	10%
Total Grade:		**100%**

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

Attendance
Attendance is mandatory for this course and will be calculated into the class participation grade. Student attendance is required for performance in planned and unplanned group participation activities designed to test student acquisition of assigned materials. For those students with medical, legal, or personal reasons for absences, and are able to provide documentation, those absences will be excused and will not impact the class participation grade.

Deadlines, Late Assignments, and Missed Quizzes
The due date for all class assignments are indicated in the course syllabus. A printed hard copy of each assignment is to be handed into the instructor by the posted due date. 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.
As with the attendance policy, if a student has a valid reason for which they are unable to take a quiz during the assigned period, they should be prepared to provide documentation or schedule with the instructor in order to take the quiz. *Otherwise, students should not expect make-up quiz sessions and will receive a zero for that missed quiz in their course grade.*

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

In particular, ethical breeches of dry labbing <u>will not be tolerated in this course</u>. 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 <u>any part</u> of their class work, I will have no recourse but to recommend UH academic disciplinary action.*

VII.   ETIQUETTE FOR CLASS MEETINGS

In this digital age of instant communication, a room full of active mobile devices in the classroom environment can prove an unwelcome distraction to learning.

o   **Unless otherwise instructed for a class exercise, <u>cell phones are expected to be silenced or off and put away in bags</u> during class meeting times as a courtesy to your classmates and instructor.** Also, please turn off the phone's vibrate features so they don't buzz in bags.

o   **Laptops and tablets used during class sessions <u>are to be used for relevant academic purposes only</u>.** If a student does not have the self discipline to resist the urge to browse Facebook or Twitter on these devices during our short weekly class sessions together, they will be asked to put them away and use the 19th century equivalent of pen and paper.

o   **During the discussion of class topics, controversial stances or opinions may arise.** In the interest of engaging in academic analysis of societal issues and social inequality it is asked that, in the context of the classroom, that students keep an open mind and respect the diversity of views and life experiences of others.

VIII. COURSE SCHEDULE

Week	Date	Content	Assignments
1		***Defining Popular Culture*** Introduction, Overview of the Course Media Assignment: Hawaii in popular culture Storey, Chapter 1: What is Popular Culture" (1-14) G&C: 1 (Williams), "'Culture' and 'Masses'" (25-32) G&C: 3 (Macdonald), "A Theory of Mass Culture" (39-46)	
2	1/19	**MARTIN LUTHER KING JR. DAY** *(non-instructional day)* ***Theories on Popular Culture I*** *Marxisms* Storey, Chapter 4: Marxisms" (59-81) G&C: "Commodifying: The Commodity, Culture and Social Life" (83-87)	**R. Paper #1 Due**
3		Storey, Chapter 4: Marxisms" (82-91) G&C 9: (Benjamin) "The Work of Art in the Age of Mechanical Reproduction" (96-102) G&C 11: (Debord) "The Commodity as Spectacle" (109-114) Ethics Assignment Lecture, Ethics Videos *ETHICS FOCUS TOPIC #1* *5 ethical approaches: (www.scu.edu/ethics/practicing/decision)*	**R. Paper #2 Due** **Quiz #1**
4		***Theories on Popular Culture II*** *Structuralism and Post-Structuralism* Storey, Chapter 6: Structuralism and Post-Structuralism" (113-136) G&C 19: (Fiske) "Popular Discrimination" (215-221) PDF: (Sharrett) "American Sundown: *No Country for Old Men*, *There Will be Blood*, and the Question of the Twilight Western" (261-267) Media Assignment: TBA	**Ethics Paper #1 Due** **Ethics Topic 1 Discussion**

Week	Date	Content	Assignments
5		***Gender and Sexuality in Popular Culture I*** *Feminist Theory and Depictions of Masculinities* Storey, Chapter 7: Gender and Sexuality (137-164) G&C 20: (Kipnis) "(Male) Desire and (Female) Disgust: Reading Hustler" (223- 240) PDF: Ralph Donald, "Masculinity's Dirty Dozen" (64-82) PDF: (Mulvey) "Visual Pleasure and Narrative Cinema" (suggested) Media Assignment: Feminism & the 'gaze' in pop culture. *ETHICS FOCUS TOPIC #2* *The 'Gaze' in Pop Culture*	**R. Paper #3 Due** **Quiz #2**
6	2/16	PRESIDENT'S DAY (non-instructional day) ***Gender and Sexuality in Popular Culture II*** *Alternative Lifestyles* Storey, Chapter 7: Gender and Sexuality (165-167) PDF: (Raymond) "Popular Culture and Queer Representation" (98-110) G&C 34: (Halberstam) "Drag Kings: Masculinity and Performance" (429-439) G&C 33: (Fuch) "...Queers, Punks, and Alternative Acts" (417-427) Media Assignment: Depictions of alternative lifestyles in pop culture	**Ethics Paper #2 Due** **Ethics Topic 2 Discussion**
7		***Ethnicity in Popular Culture*** Storey, Chapter 8: Race, Racism and Representation (171-185) G&C 24: (Hall) "What is this 'Black' in Black Popular Culture?" (285-293) PDF: Douglas Kellner. "Sport, Media Culture and Race" (143-154) Media Assignment: Chappelle & Hollywood *ETHICS FOCUS TOPIC #3* *Depictions of Ethnicity in Popular Culture*	**R. Paper #4 Due**
8		***Commercial Culture I*** *The Mass Media and Corporate Producers of Meaning* PDF: (Gamson) "Claims to Fame, Chapter 3, Industrial Strength Celebrity" (57-78) G&C 14: (Smith) "Tommy Hilfiger in the Age of Mass Customization" (151-157) PDF: (Kellner) "Fashion, Advertising, and the Consumer Society" (25-32) Media Assignment: PBS Frontline documentary, *The Merchants of Cool*	**Ethics Paper #3 Due** **Ethics Topic 3 Discussion** **Quiz #3**

Week	Date	Content	Assignments
9		***Commercial Culture II*** *Culture Jamming, Cultural Mash-ups, and Resistance* 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) Media Assignment: AdBusters and culture jamming, Moral panics surrounding videogames and Columbine *ETHICS FOCUS TOPIC #4* *Moral Panics in Pop Culture*	**R. Paper #5 Due** **Research Proposal Due**
10		***Subcultures*** *Mass Culture versus Popular Youth Subcultures* G&C 29: (Hebdige) "Subculture" (355-370) G&C 31: (Thornton) "The Media Development of 'Subcultures' (or the Sensational Story of 'Acid House'"(383-400) Media Assignment: Punks, Mods, Rockers, and Acid House	**Ethics Paper #4 Due** **Ethics Topic 4 Discussion**
		SPRING BREAK (non-instructional holiday) 3/23- 3/27	
11		***Consumption of Popular Culture*** *The Internet, Fans, and Participant Culture* PDF: (Dziesinski) Fans, Prosumers, and Hyperconsumers (9 pages) PDF: (Jensen) "Fandom as Pathology" (301-312) G&C 22: (Jenkins) "Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching" (249-260) G&C 17: (Wasko) "Corporate Disney in Action" (184-187) BLOG: (Davis, io9.com) "Are fan fiction and fan art legal?" (7 pages) BLOG: (Parks, Nybooks.com) "Does Copyright Matter?" (5 pages Media Assignments: Documentary, *The People Versus George Lucas (55 minutes)* Podcast: NPR, *On the Media*- "The Past, Present and Future of Ownership" 12/27/13 (http://www.onthemedia.org/story/past-present-and-future-ownership/) (50 minutes) *ETHICS FOCUS TOPIC #5* *Copyright and Fan Fiction*	**R. Paper #6 Due** **Quiz #4**

Week	Date	Content	Assignments
12		***Pop Culture in the Digital Age*** Social Media and New Media G&C 40: (Nakamura) "Head-Hunting on the Internet..." (520-532) Media Assignment: PBS Frontline documentary, *Generation Like*	**Ethics Paper #5 Due** **Ethics Topic 5 Discussion**
13		***Globalization of Popular Culture*** *Cosmopolitanism and Soft Power: Hollywood versus Tokyo* PDF: (Pieterse) "Globalization, Three Pardigms" (5 pages) PDF: (McGray) "Japan's Gross National Cool", Foreign Policy 2001 (8 pages) PDF (Norris) "Exploring Japanese Popular Culture as Soft Power) (4 pages) PDF: (Jenkins) *Fans Bloggers and Gamers: Exploring Participatory Culture*, "Pop Cosmopolitanism" (152-172) BLOG: (Wired) "How Virtual Pop Star Hatsune Miku Blew Up in Japan" (2 pages) Media Assignment: 'Is Japan Cool?', SNL Skit J-Pop show, Virtual Star Hatsune Miku, Ghilbli and Gainax Anime.	**R. Paper #7 Due**
14		***Local Popular Culture, Global Popular Culture*** *Transnationalism and Music: Bollywood, Bhangra, and Hip-Hop* G&C 39: (Lipsitz) "Diasporic Noise: History, Hip Hop, and the Post-Colonial Politics of Sound" (504-517) G&C 25: (Gopinath) "Bombay, UK, Yuba City: Bhangra Music and the Engendering Diaspora" (294-307) PDF: (Condry) "Japanese Hip Hop and the Globalization of Popular Culture" Media Assignment: Bollywood, Global Music: Hip-hop,	**R. Paper #8 Due** **Quiz #5**
15		**Final Project Presentations**	
16		**Final Project Presentations**	**Final Project Due**

Notes:
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 Laulima website.
*Please note that the textbook edition, details, and assigned readings for this syllabus may be revised.
The final revision of the course syllabus will be provided on the first day of class.