COURSE SYLLABUS

SOC 459 *Sociology of Popular Culture, Online*
Focus Designation: CEI, WI
CRN #3312 (3 Credits)
University of Hawaii at Manoa
Online Extension
SPRING 2017
Jan 23rd to May 12th

Instructor: Dr. Michael Dziesinski

Office Hours:	By appointment via Skype
Email:	dziesins@hawaii.edu
Course Website:	https://laulima.hawaii.edu/portal/
Class Meeting Times:	Course is conducted online, Mon – Sat
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. STUDENT LEARNING OBJECTIVES

When students complete this course, they should be able to:
1) Describe and understand the basic theoretical approaches applied to popular culture.
2) Identify how society interacts with popular culture and offer analysis on the core issues and debates.
3) Evaluate popular culture from differing viewpoints and perspectives and identify the strengths and flaws of each stance.
4) Understand how popular culture and its processes interacts with, and can maintain, social inequalities and power structures in society.
5) Apply sociological analysis to ethical problems in popular culture and offer ethical suggestions on policy making that addresses the grievances of wronged parties.
6) Become practiced writing social science papers and using the American Sociological Association (ASA) citation style.

III. FOCUS DESIGNATIONS

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 ethics reaction paper assignments and a final class paper._ Failure to satisfy the minimum stated word count for class writing assignments will have an adverse impact on the student's final grade.

Instructor feedback and suggestions for improvement on future submissions will be provided on each 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.

Reaction paper feedback will involve guiding students to clearly organize, outline, and summarize weekly topics in an analytical and precise academic writing style using the American Sociological Association citation format: <http://owl.english.purdue.edu/owl/resource/583/01/>.
Instructor feedback and suggestions for improvement on reaction paper submissions will be provided on a printed copy of the assignment. In addition, the instructor will offer office hour consultations to meet with each student in order to review their reaction papers in person.

Feedback on the various parts of the final paper will consist of instructor suggestions on grammatical, structural, and writing styles found in academic papers. The instructor will also provide guidance on the various steps involved in crafting academic papers for the social sciences.

One effective method for feedback on the various parts of the final paper project is for 1) students to submit their assignments in Microsoft .doc or .docx format on Laulima. Next, 2) the instructor will use the Review feature in Microsoft Word to provide in-line notations, corrections, and commentary on each submission. And finally, 3) the instructor will return the reviewed .doc or .docx file to the student. If the student requires clarification on any suggested actions, the instructor will set aside office hours for further consultation.

Contemporary Ethical Issues (**CEI**) Focus designation.

This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.

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 a class debate_.

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 the next page of the syllabus._**

IV. REQUIREMENTS FOR CONTEMPORARY ETHICAL ISSUES (CEI)

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 present ethical decision making dilemmas:

Week 02, Topic #1: The Five Ethical Approaches Applied to Commodity as Spectacle;
Week 06, Topic #2: Moral Panics in Popular Culture- Effects and Resistance;
Week 08, Topic #3: Fans, Participant Culture, and Commercial Intellectual Ownership.
Week 10, Topic #4: The 'Gaze' in Popular Culture;
Week 12, Topic #5: Representations of Ethnicity and Alternative Lifestyles in Pop Culture;

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 five 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 is learning about the five ethical approaches and how to apply them to popular culture. *Our main focus for the first session will be on conducting a debate on ethics in class.* This first assignment is designed as a primer on ethics where the student should study each of the five approaches and apply the BEST ethical approach towards the issue of *Commodity as Spectacle*.

In ethics assignments #2-5 students must choose and apply what they judge the most appropriate of the five ethical approaches in the five units designated as ethics focus topics.

- **First, students must go outside of the class environment and collect data from 3-5 people on the ethics topic (Ethics Field Lab).**
- **Second, students analyze the assigned class materials and apply them to their field lab results to formulate an Ethical Stance on the ethics topic. The (Ethics Stance Essay)** is a minimum of 250-words, written in the sociological style, and uses ASA citation method to support facts and arguments.
- **Third, students will post their Ethics Stance Essay to the (Ethics Forums)** where they must be prepared **to defend their ethical solution or seek compromise with the rest of the class. The goal of this two-week debate is to build consensus on the best overall solution to the ethical issue.**

So each ethics assignment spans two weeks of the course. 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. REQUIRED TEXTBOOKS/MEDIA

Weekly reading assignments listed in the course outline will be posted on the Laulima 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. You can save considerably on the cost of the textbooks by buying or renting or digital copies through Amazon.com's Kindle format.

Required Textbooks
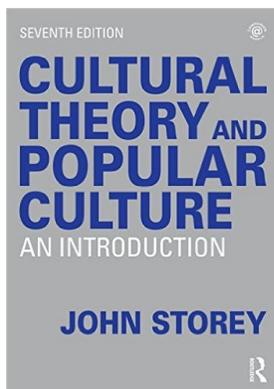
Format: Paperback textbook/or eText
Title: Cultural Theory and Popular Culture, An Introduction
Authors: John Storey
ISBN #: 1138811033
Edition: 7th edition. Paperback
Copyright Year: 2015
Publisher: Routledge
Required or optional text (R or O): *Required*

Kindle Edition, **ASIN**: B00XCKWWWE
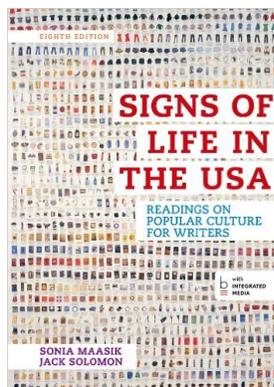
Format: Paperback textbook/or eText
Title: Signs of Life in the USA: Readings on Popular Culture for Writers
Authors: Sonia Maasik, Jack Solomon
ISBN #: 978-1457670251
Edition: 8th edition. Paperback
Copyright Year: 2015
Publisher: Bedford/St. Martin's
Required or optional text (R or O): *Required*

Kindle Edition, **ASIN**: B00SA4CV6Y

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/
    - Chrome www.google.com/**chrome**
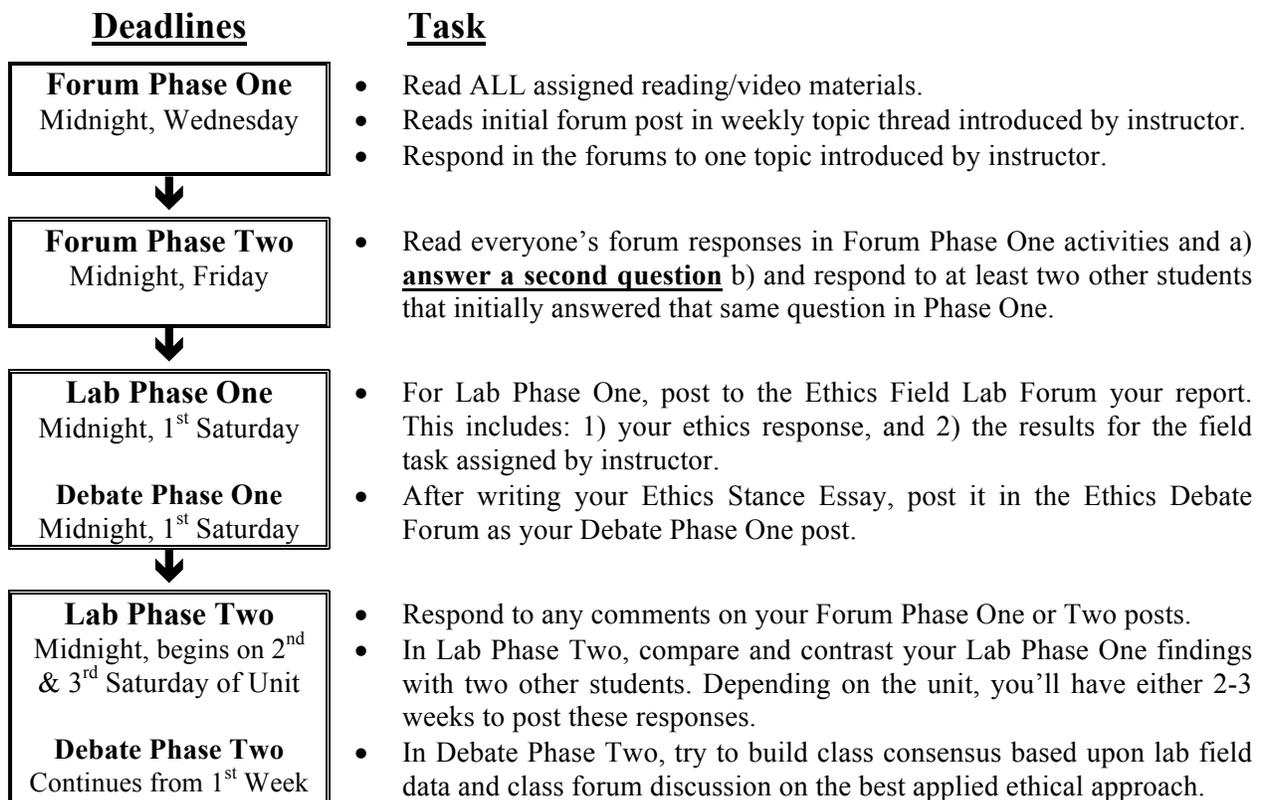   - Safari www.apple.com/**safari**/

- 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 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._
- Weekly reading assignments listed in the course outline will be posted on the *laulima.hawaii.edu* 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._

VI. COURSE REQUIREMENTS

<u>Weekly Work Flow</u>

<u>Deadlines</u>   ## <u>Task</u>

Forum Phase One
Midnight, Wednesday

- Read ALL assigned reading/video materials.
- Reads initial forum post in weekly topic thread introduced by instructor.
- Respond in the forums to one topic introduced by instructor.

Forum Phase Two
Midnight, Friday

- Read everyone's forum responses in Forum Phase One activities and a) **answer a second question** b) and respond to at least two other students that initially answered that same question in Phase One.

Lab Phase One
Midnight, 1st Saturday

Debate Phase One
Midnight, 1st Saturday

- For Lab Phase One, post to the Ethics Field Lab Forum your report. This includes: 1) your ethics response, and 2) the results for the field task assigned by instructor.
- After writing your Ethics Stance Essay, post it in the Ethics Debate Forum as your Debate Phase One post.

Lab Phase Two
Midnight, begins on 2nd & 3rd Saturday of Unit

Debate Phase Two
Continues from 1st Week

- Respond to any comments on your Forum Phase One or Two posts.
- In Lab Phase Two, compare and contrast your Lab Phase One findings with two other students. Depending on the unit, you'll have either 2-3 weeks to post these responses.
- In Debate Phase Two, try to build class consensus based upon lab field data and class forum discussion on the best applied ethical approach.

There are SIX components to your grade in this course.

1) Twelve (12) Weekly Discussion Forums (20% of final grade).

For forum discussions, you are expected to post <u>at least</u> FOUR times <u>throughout</u> EACH week:

[Forum Phase One]

<u>Deadline</u>*:* Midnight, Wednesday (11:59:59 PM, Hawaii time).

- The instructor will post several discussion questions each Monday for the week's topic.
- Read ALL the assigned reading materials, and **answer TWO of the topic questions** in the "Weekly Forum" section in Laulima under the marked weekly thread by midnight, Wednesday. Typically, 3-4 questions will be offered, so you can choose. *Each answer should be at least 1-3 paragraph(s) in length. <u>Note that this is part of your WI grade, so spelling, grammar, and structure are important.</u>*
- *Use ASA style citation with specific pages in the textbook (Storey 1-22) to support arguments. It will prepare you for the format expected the Final Paper Project.*

[Forum Phase Two]

<u>Deadline</u>*:* Midnight, Friday (11:59:59 PM, Hawaii time).

- **FULLY** *Respond to TWO or more posts* that also addressed that same topic question.
- *Your answer <u>should be an in-depth critique or feedback on another student's Phase One analysis on the original topic questions</u>.*
- *<u>Note that this is part of your WI grade, so spelling, grammar, and structure are important.</u>*

- ▪ ***You are expected to FULLY ANSWER TWO FORUM QUESTIONS EACH WEEK.***
- ▪ ***<u>A minimum of FOUR (4) posts are required each week</u>.*** *Less than the minimum and the student will lose points. Low-quality posts will also lose points.*

Forum Guidelines (For both Lab and Weekly Discussion posts)

a. ***<u>Both activities are part of your WI grade</u>**, so spelling, grammar, and structure are important.*

b. In order to get full credit for the week's participation, you must clearly state in each post:
   - *Which question # you are answering.*
   - For Phase 2, include the name and quote of the student your response post is directed toward.
   - Include citation sourcing to the assigned readings; American Sociological Association (ASA) style citations with author and page number required.

c. *If your forum posts are time-stamped when the topic was assigned, you receive full class participation credit. Further, forum threads are locked after their due date. Be on time.*

d. Students are required to participate in the weekly assigned reading topic by contributing to a collaborative forum thread found on Laulima in the "Forums" section. 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.

e. **Weekly posts are 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: 1) demonstrate intellectual engagement with the topic, 2) show evidence of thoughtfulness, 3) be constructive, 4) not be disrespectful, 5) *and be on time.*

f. *The instructor will respond in the forums from time to time; responding to the instructor **does count towards your phase two participation**.*

2) Four (4) Unit Quizzes (10% of final grade)

On the final week of each class unit, a **short** *quiz of 10-15 questions will be administered on Laulima. This short quiz will be comprised of multiple choice and true/false questions about the unit material covered.* Further information on quiz format and grading will be provided during the semester.

Ethics-Focus Components (#3-5)

3) Five (5) Ethics Field Labs (15% of final grade).

For Field Lab activities you are expected to post at least *THREE times* OVER *two weeks:*

[Lab Phase One]

Deadline: Week assigned. Midnight, 1st Saturday (11:59:59 PM, Hawaii time).

- At the start of each Ethics Unit, the instructor will post a Field Lab activity in a separate forum on Laulima (every 2-3 weeks). This social science activity is related to assigned chapter topics and usually *entails direct observation or interaction with people outside of the class*.
- Follow the instructions for the Field Lab activity. It's best that you take notes or write up a few paragraphs of observations while you are doing the activity to help you analyze the situation later.
- By Saturday night, post your findings and conclusions to the stickied thread within the appropriate "Field Lab" forum on Laulima. *Your findings post is a social science report and should be* at least *couple paragraphs in length breaking down what you did, the data you gathered, your findings, and your analysis.* ***Note that this is part of your WI grade, so spelling, grammar, and structure are important.***

[Lab Phase Two]

Deadline: By following Week. Midnight, 2nd Saturday (11:59:59 PM, Hawaii time).

- Read everyone's findings in the weekly Field Lab forum thread. ***Respond to TWO posts*** from Phase 1 *by midnight, Saturday the following week*. Your feedback should compare your findings on the task with other students. Were your conclusions similar? If they were different findings, why do you think so? *Each answer should be* at least *one paragraph in length.*

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4) Five (5) Ethics Stance Essays (15% of final grade).

Essay Guidelines

> *Unit deadline*: First Saturday of Unit, Midnight (*Hawaii time*).
> *Late papers*: Automatically lose one letter grade per day late.
> *Laulima File names*: Your family name-Course #-paper # (Example: Dziesinski-SOC459-ESE1)
> *File types:* Microsoft .doc, .doc x, or .PDF
> *Document formatting:* 1.5 spacing. Use the Font, *Times New Roman*, 12 point.
> *Layout:* Across the top 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 Stance Essay paper must be at least 250 words** (not including your name, date, title and restatement of the question), so roughly 1/2 page.
> *Citation:* For quotes or sources in your paper, use the ASA citation format. URL: goo.gl/FTzX0Q
> *Submission:* **Submit your Essay in two places: 1) as a file attachment in the "Assignments" section of Laulima, 2) as your first forum post for the ethics topic debate**.

Each of the five (5) assigned essays should:

a. Be written to introduce and analyze the ethics issue topic in the context of pop culture.

b. Apply ethical decision making to the topic and arrive at one of the five ethical approaches that will best addresses the wronged parties. Why is one ethical approach the most sensible solution, or perhaps why are the other four less appropriate? Defend that approach using assigned readings sourced through ASA citation.

c. Offer an application of your solution to the real world. This can be pragmatic policies or pie-in-the-sky social change. Either way, it should be well-thought out and explained.

d. This essay should be written in the style of a social science paper. Use ASA style citation of textbook sections to back up your arguments. ***This is a written scholarly essay. Treat it as such.***

5) Ethics Topic Debate in Forums (15% of final grade).

In addition to uploading the <u>Ethics Stance Essay</u> to Laulima for instructor evaluation, each student will also copy/paste the ethics essay as their first post for the Ethics Topic Debate forums.

<u>Over the next two weeks (until the next ethics unit begins), the rest of the class should read each essay. The goal of this activity is to offer constructive comments and try to build a consensus thread on the most appropriate ethical decision making approach and real-world applications to the issue at hand.</u>

a. **You are expected to provide <u>a minimum of three responses</u> to other students** but you should try to respond to as many students as you can, preferably at least one comment to each student essay. The most efficient method is a threaded topic integrating ethics essays into one discussion on the ethical theme.

b. 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.

c. **The purpose of this activity is to build a class consensus on the topic**.

d. **In sum, <u>each ethics topic requires a minimum total of FOUR POSTS in the Ethics Forum over two weeks.</u>** It is hoped that the process of writing a unit essay to 1) present a case, 2) defend your ethical decision-making framework with your peers, will 3) offer students skills in the responsible deliberation and application of ethical approaches to real world issues in the future.

<u>Final Research Project</u>
<u>(6a-c = 25% of final grade)</u>

Students must choose a topic in popular culture and have it instructor-approved by week 7 of the semester before proceeding with further research. <u>All projects should use the ASA format* for citation</u>. I will provide further details for the Final Project in week 5.

6a)   Project Proposal (5% of final grade).

By Week 6, 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 ACADEMIC 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.

6b)   Project Presentation & Peer Feedback Forum (5% of final grade)

On week 13, students will prepare a ten (10) slide report on the results of their research project and upload it as a PDF to the Laulima Forums so that the rest of the class can provide peer evaluation and feedback. Ideally, **this PowerPoint style presentation should be based on a working rough draft of the student's final project paper. Through peer feedback, the student has the chance to address any critical flaws in the rough draft before submitting a final draft for instructor evaluation.**
   a. The last week of the class session in the semester will be set aside for student presentations and feedback.
   b. *Student involvement, both as presenters and in offering constructive peer feedback, will also be a part of this class grade.*
   c. *Class Reactions to student projects.* I'd like to encourage the class to post early final project drafts before week 13 in order to receive constructive feedback from classmates. For this reason, this forum will open in Week 10 after Spring Break. This way, if there are any issues with the project you have plenty of time correct them for the final revision due at the end of week 14.
   d. I will award weighted class participation points to 1) those who post their papers early for peer review and 2) to those students who offer feedback.

6c)   Final Class Paper (15% of final grade)

   a. In the proposal phase, students pick a research topic on popular culture. If the topic is approved by the instructor, the student can work on a rough draft and further refine it through the presentation peer feedback.

   b. On the last day of class in week 14, students are expected to upload a *2,500 word completed and polished final research paper*. About nine (9) double spaced pages in length, this final 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 and ACADEMIC in nature. *You must upload a PDF **and** Word .doc file of your paper to Laulima by the published deadline. The instructor will provide detailed paper guidelines in class.*

   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

Final Paper Grading

a. Satisfying the **Writing Intensive** component of this class: The paper must be a *minimum* of 2,500 words. But you may exceed the 2,500-word count without penalty. However, to make the writing coursework manageable, you should learn to write concisely and to use the social science writing style.

b. **Overall, the final paper assignment is to test your knowledge and mastery on the assigned unit materials, both text and video.** The final paper should indicate that the student has read/watched the weekly materials and provide an analysis that contributes to the class discussion on the topic; **show that you have read the class material by providing specific case studies and theoretical frameworks to defend and support your final paper's main thesis.**

c. However, the final paper should not just be a summary of the assigned readings, I expect you critically engage with the material, incorporating your own insights and reflections on your chosen thesis topic. *But remember, the final 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 on popular culture.*

d. **In part, final papers are graded based on the rubrics of**: comprehension of assigned material, ability to apply and synthesize class material, 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+ to F scale.

e. A final note, these grading guidelines are in place to encourage each student to engage in unique research specific to this popular culture course in Sociology. If an attempt is made to 'recycle' a paper from another course, I will know and grade your final paper submission accordingly.

VII. 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. *Note that Ethics focus activities total 45% of the final grade. And that Writing Intensive focus activities comprise 60% of the course grade.* Do these assignments properly and turn them in on time if you wish to pass this class. The weight assigned for each component is as follows:

Component	Number	x Point Value Ea.	= Total points	% of Course Grade
Weekly Discussions	12	16	200	20
Unit Quiz	4	25	100	10
Ethics Field Lab	5	30	150	15
Ethics Stance Essay	5	30	150	15
Ethics Forum Debate	5	30	150	15
Final Project Proposal	1	50	50	5
Project Presentation	1	50	50	5
Project Paper	1	150	150	15
Total Possible			**1000**	**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

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

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

Week	Content	Due
1	***Defining Popular Culture***	**Forum Posts**
	❖ ***Week 1 PowerPoint Lecture PDF (Dziesinski)***	
	❖ *Storey* Textbook, Chapter 1: "What is Popular Culture" (1-14)	
	❖ (M&S Reader) Introduction: *Maasik & Solomon,*	
	o "...Or, Everything You Always Knew about American Culture..." (1-19)	
	o "Writing About Popular Culture" (21-31)	
	❖ <u>Media Assignment</u>: Hawaii in popular culture	**Ethics Lab #1**
2	***Theories on Popular Culture I:*** *Marxisms*	
	❖ ***Week 2 PowerPoint Lecture PDF (Dziesinski)***	**Forum Posts**
	❖ *Storey,* Chapter 4: "Marxisms" (82-91)	
	❖ (M&S) Chapter 1:	
	o *Maasik & Solomon,* "Consuming Passions: The Culture of American Consumption" (71-79)	
	o *Laurence Shames*, "The More Factor..." (80-86)	
	o *James A. Roberts*, "The Treadmill of Consumption" (123-127)	
	ETHICS LAB #1	**Essay #1**
	Commodity as Spectacle*; 5 ethical approaches:*	**Debate #1**
	(www.scu.edu/ethics/practicing/decision)	
3	***Theories on Popular Culture II:*** *Structuralism, Semiotics and Myths*	**Forum Posts**
	❖ ***Week 3 PowerPoint Lecture PDF (Dziesinski)***	
	❖ *Storey,* Chapter 6: Structuralism and Post-Structuralism (113-136)	
	❖ (M&S) *Maasik & Solomon,* Chapter 3: "Video Dreams: Television and Cultural Forms" (255-267)	**Debate #1 Ends**
	❖ (M&S) *Agresta,* Chapter 4: "How the Western Was Lost — and Why It Matters" (378-381)	

Unit Quiz #1 (Content from Weeks 1 - 3)

Week	Content	Due
4	***Commercial Culture I:*** *The Mass Media and Corporate Producers of Meaning*	**Forum Posts**
	Week 4 PowerPoint Lecture PDF (Dziesinski)	
	❖ (M&S) Chapter 2:	
	o *Maasik & Solomon,* "Brought to You B(u)y: The Signs of Advertising" (157-164)	
	o *Solomon,* "Masters of Desire: The Culture of American Advertising" (166-176)	
	o *Schor,* "Selling to Children: The Marketing of Cool" (218-227)	
	❖ PDF: *Kellner*, "Fashion, Advertising, and the Consumer Society" (25-32)	
	❖ <u>Media Assignment</u>: Frontline documentary, *The Merchants of Cool*	

Week	Content	Due
5	***Commercial Culture II:*** *Hollywood, the factory of Myths and Archetypes* ***Week 5 PowerPoint Lecture PDF (Dziesinski)*** ❖ (M&S) *Maasik & Solomon,* Chapter 4: "The Hollywood Sign: The Culture of American Film" (321-333) ❖ (M&S) *Seger,* Chapter 4: "Creating the Myth" (334 - 342) ❖ (M&S) *Maasik & Solomon,* Chapter 6: "Heroes and Villains: Encoding Our Conflicts" (441- 449)	**Forum Posts** **Research Proposal** **Ethics Lab #2**
6	***Commercial Culture III:*** *Culture Jamming, Cultural Mash-ups, and Resistance* ***Week 6 PowerPoint Lecture PDF (Dziesinski)*** ❖ (M&S) *Frank,* Chapter 1: "Commodify Your Dissent" (150-155) ❖ PDF: *Rumbo*, "Consumer Resistance in a World of Advertising Clutter: The case of Adbusters" (127-144) ❖ PDF: Defining Moral Panics (Only read definitions for each wave) ❖ PDF: *McRobbie*, "The moral panic in the age of the postmodern mass media" (198-217) ❖ <u>Media Assignment</u>: Ad-busters and culture jamming, moral panics surrounding videogames and Columbine *ETHICS LAB #2* *Moral Panics in Pop Culture*	**Essay #2** **Debate #2**
	Unit Quiz #2 **(Content from Weeks 4 - 6)**	
7	***Consumption of Popular Culture:*** *The Internet, Fans, and Participant Culture* ***Week 7 PowerPoint Lecture PDF (Dziesinski)*** ❖ (M&S) *Maasik & Solomon,* Chapter 7: "My Selfie, My Self: Ma(s)king Identity in the New Millennium" (491-499) ❖ (M&S) *Lowry,* Chapter 7: "Straddling Online and Offline Profiles, Millennials Search for Identity" (500-503) ❖ PDF: *Hebdige*, "The Function of Subculture" (1-8) ❖ PDF: *Jensen*, "Fandom as Pathology" (301-312) ❖ PDF: *Dziesinski*, "Fans, Prosumers, and Hyperconsumers*"* (1-9)	**Forum Posts** **Debate #2 Due** **Ethics Lab #3**

Week	Content	Due
8	***Pop Culture in the Digital Age:*** Social Media and New Media ***Week 8 PowerPoint Lecture PDF (Dziesinski)*** ❖ (M&S) *Maasik & Solomon,* Chapter 5: o *Maasik & Solomon,* "The Cloud: Semiotics and the New Media" (383-392) o *ICM*, "Students Addicted to Social Media" (403-406) o *Dumenco*, "...Facebook, Why Can't We Quit You?" (407-409)	**Forum Posts**

8 (cont)	○ *Rushfield*, "Toward a Unified Theory of How the Internet Makes Everything Terrible" (418-419) ○ *Jenkins*, "Convergence Culture" (423-437) ❖ PDF: Choi, Wired Magazine: *Bad Lieutenants* (1-1) ❖ <u>Media Assignment:</u> PBS Frontline documentary, *Generation Like*	

	ETHICS LAB #3 *Copyright and Fan Fiction* ***Required Material for Final Ethics' Topic:*** ❖ BLOG: *Davis*, io9.com: "Are fan fiction and fan art legal?" ❖ BLOG: *Parks*, Nybooks.com: "Does Copyright Matter?" ❖ Documentary, *The People Versus George Lucas* (55 minutes) ❖ Podcast: *On the Media,* NPR: "The Past, Present and Future of Ownership" 12/27/13 (http://www.onthemedia.org/story/past-present-and-future-ownership/)	**Essay #3** **Debate #3**

9	***Globalization of Popular Culture*** *Popular Culture Hubs: Hollywood vs. Tokyo* ***Week 9 PowerPoint Lecture PDF (Dziesinski)*** <u>*PDFs:*</u> ❖ *Pieterse*, "Globalization, Three Paradigms" (1-5) ❖ *McGray*, "Japan's Gross National Cool," Foreign Policy 2001 (1-8) ❖ *Norris*, "Exploring Japanese Popular Culture as Soft Power (1-4) ❖ BLOG: (Wired) "How Virtual Pop Star Hatsune Miku Blew Up in Japan" ❖ <u>Media Assignment:</u> 'Is Japan Cool?', SNL Skit J-Pop show, Virtual Star Hatsune Miku, Ghilbli and Gainax Anime.	**Forum Posts** **Debate #3 Due** **Ethics Lab #4**

Unit Quiz #3 (Content from Weeks 7 - 9)

SPRING BREAK
(non-instructional holiday) 3/27- 3/31

10	***Hegemonic Constructs in Popular Culture I:*** *Gender & Sexualities in the Mass Media* ***Week 10 PowerPoint Lecture PDF (Dziesinski)*** *Storey, Chapter 7*: Gender and Sexuality (137-164) ❖ (M&S) *Craig, Chapter 2:* "Men's Men and Women's Women" (182-193) ❖ (M&S) *Devor*, Chapter 7: "Gender Role Behaviors and Attitudes" (504-510) ❖ (M&S) *Blum*, Chapter 7: "The Gender Blur: Where Does Biology End and Society Take Over?" (511-517) ❖ PDF: *Ralph Donald*, "Masculinity's Dirty Dozen" (64-82)	**Forum Posts**
	ETHICS LAB #4 *The 'Gaze' in Pop Culture* ❖ *PDF: Mulvey*, "Visual Pleasure and Narrative Cinema"	**Essay #4** **Debate #4**

Week	Content	Due
11	***Hegemonic Constructs in Popular Culture II:*** *Alternative Lifestyles and Pop Culture*	**Forum Posts**
	Week 11 PowerPoint Lecture PDF (Dziesinski) *Storey,* Chapter 7: Gender and Sexuality (165-167) ❖ (M&S) *Jennings*, Chapter 7*:* "American Dreams" (519-523) ❖ PDF: *Raymond*, "Popular Culture and Queer Representation" (98-110) ❖ <u>Media Assignment</u>: Depictions of alternative lifestyles	**Debate #4 Due** **Ethics Lab #5**
12	***Hegemonic Constructs in Popular Culture III:*** *Ethnicity and Popular Culture*	**Forum Posts**
	Week 12 PowerPoint Lecture PDF (Dziesinski) *Storey, Chapter 8*: Race, Racism and Representation (171-185) ❖ (M&S) *Omi,* Chapter 7: "In Living Color: Race & American Culture (538-549) ❖ (M&S) *McClain,* Chapter 7: "Being 'Masculine of Center' While Black" (550-553) ❖ PDF: *Kellner*, "Sport, Media Culture and Race" (143-154) ❖ <u>Media Assignment</u>: Chappelle & Hollywood <u>*ETHICS LAB #5*</u> *Ethnicity/Alt Lifestyles in Pop Culture*	 **Essay #5 Debate #5**

Unit Quiz #4 (Content from Weeks 10 - 12)

Week	Content	Due
13	***Upload Class Project PowerPoint Presentations as PDF to Forums*** ***Peer Evaluation Forums*** (Student feedback on other student projects)	**Debate #5 Due** **Present on Forum**
14	**Final Project Presentations** **Upload all final project papers to assignments for instructor evaluation**	**Final Project Due**

❖ = **Required reading/ Media Assignment**
o ***Weekly PowerPoint Lectures (Dziesinski).*** *These PDFs frame and organize each week's topic. For comprehension, each week you are urged to first review the lectures, read the texts in full, and then re-read the lectures for anything not clear in the textbooks.*
o Storey: *Cultural Theory and Popular Culture, An Introduction,* 7th Edition   o (M&S) Maasik & Solomon eds.: *Signs of Life in the USA: Readings on Popular Culture for Writers,* 8th Edition   o **PDFs: Readings found in *laulima.hawaii.edu/portal/site/SOC459/Resources***   o BLOG: Curated Website Links

Please note that the textbook edition, details, and assigned readings for this syllabus may be revised