

COURSE SYLLABUS

SOC 459 *Sociology of Popular Culture*

Focus Designation: Eth, WI

(3 Credits)

University of Hawai'i at Mānoa

Fall 2015

Tuesday and Thursday, 1:30-2:45 P.M.

Meeting Place: Saunders 637

Instructor: Michael Dzieszinski, Ph.D.

Office:	Saunders Hall, Room 241
Office Hours:	Tuesdays 3:30-4:30 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. STUDENT LEARNING OBJECTIVES

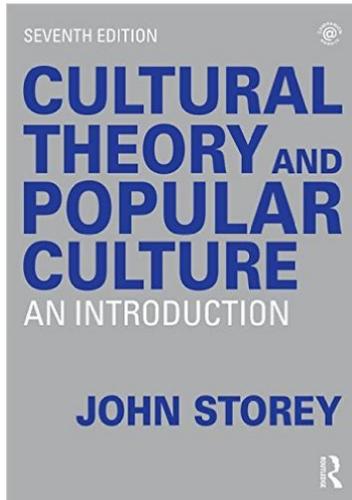
When students complete this course, they should be able to:

- 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. REQUIRED TEXTBOOKS/MEDIA

Weekly reading assignments listed in the course outline will be taken from the course textbooks, 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.*

Required Textbooks



Format: Paperback textbook/or eText

Title: Cultural Theory and Popular Culture, An Introduction

Authors: John Storey

ISBN #: 1138811033

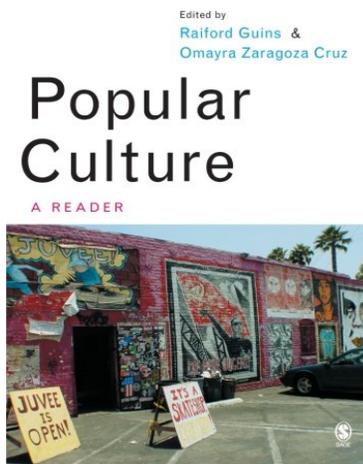
Edition: 7th edition. Paperback

Copyright Year: 2015

Publisher: Routledge

Required or optional text (R or O): Required

Kindle Edition, ASIN: B00XCKWWWE



Format: Paperback textbook

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

Also available as Amazon Rental at a discount.

Weekly Media Assignments.

- I will re-check Laulima 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. 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 (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 through lectures, class debates, 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. Once having identified an ethical issue, make informed deliberations in a responsible manner, and then 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 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.***

V. 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 topics in particular present ethical decision making dilemmas:

Practice Topic: *The Five Ethical Approaches Applied to Commodity as Spectacle;*

Paper Topic #1: *The 'Male Gaze' in Popular Culture;*

Paper Topic #2: *Representations of Ethnicity and Alternative Lifestyles in Pop Culture;*

Paper Topic #3: *Moral Panics in Popular Culture- Effects and Resistance;*

Paper 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) 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 is a practice session on Week Four. Our main focus for the practice 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 practice issue of *Commodity as Spectacle*. There will be no assigned full reaction paper for debate #1 but students should bring in a typewritten one-page sheet of their conclusions they will use in the debate. They will then hand those debate notes in at the end of class.

In ethics assignments #2-5, students must choose and apply what they judge the most appropriate of the five ethical approaches to units designated as ethics focus topics. **Each topic will also have a 500-word reaction paper assigned.** In the second half of the paper, students must be prepared to defend their choice of an ethical approach towards the issue. The following week, the class will conduct a debate in an attempt to determine consensus on solving the pop culture issue. In this way, students will learn about ethics through concrete application to a case study, refine their understanding of ethical problem solving, and then debate to see the ethical issue from the differing perspectives of others.

VI. COURSE REQUIREMENTS

There are seven (7) components to your grade in this course

1) Ethics-Focus Reaction Papers & Debate (30% of final grade)

Each of the four (4) assigned reaction papers has two components:

- a. For the first half, you must fully answer the posted questions to show you had read and mastered the assigned course materials. The first half of the paper should be written to introduce and analyze the course topic. This 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 essay test. Treat it as such.***
- b. For the second half, you must 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 be less appropriate? Defend that approach using assigned readings sourced through ASA citation. Be prepared to debate your paper's ethical conclusions with classmates the following week.

Paper Guidelines

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: 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 reaction paper must be at least 500 words** (not including your name, date, title and restatement of the question), so roughly 2 pages.

Citation: For quotes or sources in your paper, use the ASA in-line citation format. URL: goo.gl/FTzX0Q

Laulima File names: Your family name-Course #-paper # (Example: Dzieszinski-SOC459-RP1)

Laulima File types: Microsoft .doc, .docx

Total number: 4

Paper Grading

- a. The instructor will post essay questions covering the readings (topics) in class as well as in the "Reaction Papers" section in Laulima. As a whole, 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 ethics debate dialogue with your classmates.
- b. **Satisfying the Writing Intensive component of this class:** Each paper must be a minimum of 500 words. But you may exceed the 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.
- c. **Overall, the reaction paper is an essay 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 class discussion on the topic. However, it 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 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.*

- d. **In part, reaction 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-F scale.

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.*

Instructor evaluation of student performance for these five consensus-building debate activities overlap BOTH class participation and ethics focus components of the course grade.

- You should be ready to present your conclusions first-hand, don't think you can rely on a group spokesperson.
- 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.
- 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.

2) "In the Field" Reports (20% of final grade)

For the six (6) "In the Field" activities you are expected to write a one (1) page report of your field research findings and bring it into class for discussion.

- These reports will be collected at the end of the class and should be typewritten with your name, the ITF report number, and the date.*
- Each ITF report should incorporate the course topic, relevant theory (use ASA citation), recorded observations, and your conclusions. ITF Reports will be evaluated Pass/Fail on these criteria. Handwritten or 1-2 paragraph reports will be graded commensurate with the effort received.*

Each assigned "In the Field" (ITF) activity is related to a week's assigned topic and usually entails observation or interaction with other people. *It's a social science fieldwork activity designed to engage you with the week's topic outside of the confines of a classroom and a textbook.* This is meant to be a short applied exercise, so don't go overboard! You shouldn't spend more than an hour actually collecting the data in the field for each report and research populations are meant to be small. The main point of the ITF Task is to try and answer the questions raised in the textbooks outside the confines of the class and report what you found.

Follow the instructions for the "In the Field" activity provided by the instructor for each report assignment. Reports may vary in the data collection tasks required to complete them, so please read instructions carefully. Like a true fieldwork outing, it's best that you take some notes or write up a few paragraphs of observations to help you analyze the situation. In addition to bringing a printed copy to class, post your findings as a PDF or .doc file within the "In the Field" Assignment link on Lualima. This file should have your last name, course number, and ITF report number: (Dzieszinski_SOC459_ITF#3) Your findings should be a 1-2 pages in length, breaking down:

- The sense of problem/task as you understood it.
The research question as applied to your context.

b) How you sought to do the task.

Your research setting place and time you did the task.

c) The type of data you gathered.

Analytical reflection: analysis of prior personal experiences, field observation with notes, brief interviews, a short survey, participant observation (ethnography).

Note: do not use people's real names in your ITF reports (yourself excluded of course), assign pseudonyms/code names.

d) Analysis of your findings and conclusions.

Using assigned materials and prior course materials as a basis of analysis, what did you discover through the ITF task? Any surprises or unexpected outcomes? Was your original research hypothesis confirmed? Do you feel the need more data for a clear conclusion? Explain why.

3) 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. You should read the assigned weekly materials BEFORE coming to class. Further, during in-class discussions, students are expected to contribute intelligent and informed observations on the subject matter.

4) Quizzes (10% of final grade)

Each of these four (4) 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 in class.

5) Project Proposal (5% of final grade)

Students must submit a 1-2 page project proposal following the structure guidelines below. 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 ACADEMIC 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. All projects should use the ASA format* for citation. I will provide further details for the Final Project in class.

- Research Paper.** Students pick a research topic on popular culture and **write a 2000 word research paper**, about 8 to 10 double-spaced pages, not including the cover sheet and bibliography.
- 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 Word .doc or .docx file of your paper to Laulima by the published deadline.*
- *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 (5% 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 two weeks 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.*

VII. 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. *Note that the components of your final research paper comprise 30% of your final grade. Also note that ethics papers total 30% of the final grade (more, if you count debate participation).* 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:

Course Components	Count (minimum)	Percent of Course Grade
1. Ethics-Focus Reaction Paper	4	30%
2. "In the Field" Reports	6	20%
3. Class Participation	16 weeks	10%
4. Quizzes	4	10%
5. Final Project Proposal	1	5%
6. Final Research Project Paper	1	20%
7. Final Project Presentation	1	5%
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 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 class work, I will have no recourse but to recommend UH academic disciplinary action.*

VIII. 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.

- **Unless otherwise instructed for a class exercise, cell phones are expected to be silenced or off and put away in bags 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.
- **Laptops and tablets used during class sessions are to be used for relevant academic purposes only.** If a student does not have the self discipline to resist the urge to browse ESPN, 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. **If a student persists in using their smart device or PC for purposes other than record keeping and notes, they will be asked to leave the classroom.**
- **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.

IX. COURSE SCHEDULE

Week	Date	Content	Assignments
1		<p><i>Defining Popular Culture</i></p> <p>Introduction, Overview of the Course <u>Media Assignment</u>: Hawaii in popular culture</p> <p>Storey, Chapter 1: What is Popular Culture" (1-16) G&C: 1 (Williams), "'Culture' and 'Masses'" (25-32) G&C: 3 (Macdonald), "A Theory of Mass Culture" (39-46)</p>	
2		<p><i>Theories on Popular Culture I</i> <i>Marxisms</i></p> <p>Storey, Chapter 4: Marxisms" (61-82) G&C: "Commodifying: The Commodity, Culture and Social Life" (83-87)</p>	ITF Report #1
3		<p>Storey, Chapter 4: Marxisms" (83-92) 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)</p> <p>Ethics Assignment Lecture, Ethics Videos</p> <p><u><i>ETHICS FOCUS TOPIC #1</i></u> <i>5 ethical approaches: (www.scu.edu/ethics/practicing/decision)</i></p>	Quiz #1
4		<p><i>Theories on Popular Culture II</i> <i>Structuralism and Post-Structuralism</i></p> <p>Storey, Chapter 6: Structuralism and Post-Structuralism" (116-138) G&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) <u>Media Assignment</u>: TBA</p>	Ethics Topic #1 Debate

Week	Date	Content	Assignments
5		<p><i>Gender and Sexuality in Popular Culture I</i> <i>Feminist Theory and Depictions of Gender in the Pop Culture</i></p> <p>Storey, Chapter 7: Gender and Sexuality (140-166) G&C 4: (Modleski) "Femininity as Mas[s]querade: A Feminist Approach to Mass Culture" (47-54) PDF: (Mulvey) "Visual Pleasure and Narrative Cinema" G&C 20: (Kipnis) "(Male) Desire and (Female) Disgust: Reading Hustler" (223- 240) PDF: Ralph Donald, "Masculinity's Dirty Dozen" (64-82)</p> <p><u>Media Assignment</u>: 'The Gaze' in pop culture.</p> <p><u><i>ETHICS FOCUS TOPIC #2</i></u> <i>The 'Gaze' in Pop Culture</i></p>	ITF Report #2
6		<p><i>Gender and Sexuality in Popular Culture II</i> <i>Depictions of Alternative Lifestyles in Pop Culture</i></p> <p>Storey, Chapter 7: Gender and Sexuality (167-172) 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)</p> <p><u>Media Assignment</u>: Depictions of alternative lifestyles in pop culture</p>	Ethics Topic #2 Debate Ethics Paper #1 Due
7		<p><i>Ethnicity in Popular Culture</i></p> <p>Storey, Chapter 8: Race, Racism and Representation (175-189) PDF: Douglas Kellner. "Sport, Media Culture and Race" (143-154) G&C 24: (Hall) "What is this 'Black' in Black Popular Culture?" (285-293)</p> <p><u>Media Assignment</u>: Chappelle & Hollywood</p> <p><u><i>ETHICS FOCUS TOPIC #3</i></u> <i>Depictions of Ethnicity in Popular Culture</i></p>	ITF Report #3 Quiz #2

<u>Week</u>	<u>Date</u>	<u>Content</u>	<u>Assignments</u>
8		<p><i>Commercial Culture I</i> <i>The Mass Media and Corporate Producers of Meaning</i></p> <p>PDF: (Gamson) "Claims to Fame, Chapter 3, Industrial Strength Celebrity" (57-78) PDF: (Kellner) "Fashion, Advertising, and the Consumer Society" (25-32) G&C 14: (Smith) "Tommy Hilfiger in the Age of Mass Customization" (151-157)</p> <p><u>Media Assignment:</u> PBS Frontline documentary, <i>The Merchants of Cool</i></p>	<p>Ethics Topic #3 Debate Ethics Paper #2 Due</p>
9		<p><i>Commercial Culture II</i> <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: Defining Moral Panics PDF: (McRobbie) "The moral panic in the age of the postmodern mass media" (198-217)</p> <p><u>Media Assignment:</u> AdBusters and culture jamming, Moral panics surrounding videogames and Columbine</p> <p><u>ETHICS FOCUS TOPIC #4</u> <i>Moral Panics in Pop Culture</i></p>	<p>ITF Report #4 Research Proposal Due</p>
10		<p><i>Subcultures</i> <i>Mass Culture versus Popular Youth Subcultures</i></p> <p>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)</p> <p><u>Media Assignment:</u> Punks, Mods, Rockers, and Acid House</p>	<p>Ethics Topic #4 Debate Ethics Paper #3 Due</p>

<u>Week</u>	<u>Date</u>	<u>Content</u>	<u>Assignments</u>
11		<p><i>Consumption of Popular Culture</i> <i>The Internet, Fans, and Participant Culture</i></p> <p>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)</p> <p><u>Media Assignments:</u> Documentary, <i>The People Versus George Lucas</i> (55 minutes) Podcast: NPR, <i>On the Media</i>- "The Past, Present and Future of Ownership" 12/27/13 (http://www.onthemedial.org/story/past-present-and-future-ownership/) (50 minutes)</p> <p><i>ETHICS FOCUS TOPIC #5</i> <i>Copyright and Fan Fiction</i></p> <p style="text-align: center;"><i>READ:</i></p> <p>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)</p>	<p>ITF Report #5 Quiz #3</p>
12		<p><i>Pop Culture in the Digital Age</i> Social Media and New Media</p> <p>PDF: (Jenkins) <i>Fans Bloggers and Gamers: Exploring Participatory Culture</i>, "Pop Cosmopolitanism" (152-172) PDF: (Choi) Wired Magazine, <i>Bad Lieutenants</i> (1 page) BLOG: Facebook, Twitter, Instagram, Tumblr and Selfies BLOG: Online "Outrage Culture"</p> <p><u>Media Assignment:</u> PBS Frontline documentary, <i>Generation Like</i></p>	<p>Ethics Topic #5 Debate Ethics Paper #4 Due</p>
13		<p><i>Globalization of Popular Culture</i> <i>Cosmopolitanism and Soft Power: Hollywood versus Tokyo</i></p> <p>PDF: (Pieterse) "Globalization, Three Paradigms" (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) BLOG: (Wired) "How Virtual Pop Star Hatsune Miku Blew Up in Japan" (2 pages)</p> <p><u>Media Assignment:</u> 'Is Japan Cool?', SNL Skit J-Pop show, Virtual Star Hatsune Miku, Ghilbli and Gainax Anime.</p>	<p>ITF Report #6</p>

Week	Date	Content	Assignments
14		<p><i>Local Popular Culture, Global Popular Culture</i> <i>Transnational Music: Bhangra, and Hip-Hop</i></p> <p>G&C 25: (Gopinath) “Bombay, UK, Yuba City: Bhangra Music and the Engendering Diaspora” (294-307) G&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 Assignment: Global Music: Hip-hop and Bhangra</u></p>	Quiz #4
<p>11/26 THANKSGIVING <i>UH Non-instructional Day</i></p>			
15		<p>Final Project Presentations Peer evaluation feedback for each presentation.</p>	
16		<p>Final Project Presentations Peer evaluation feedback for each presentation.</p>	<p><u>Final Paper Due</u> <u>Last day of class</u></p>

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 Lualima website.

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