



uOttawa

CMN 2180
Popular Culture and Communication
Winter 2019

Syllabus

Contact Information

Professor: Jennifer Dumoulin

Office: DMS 11113

Email: jdumouli@uottawa.ca

Skype ID: jdeemill

Office Hours: Mondays 2:30pm to 3:50pm

Phone: 613-484-5525

Email

When emailing me, please ensure that you use the Course Code (CMN2180) in the **subject** line.

Course Information

Class time: Wednesdays from 2:30pm to 3:50pm
Mondays from 4:00pm to 5:20pm

Room: Site (STE) A0150
Hagen (HGN) 302

Course Description

Concepts of popular culture and communication, and analysis of their dynamics. Study of different forms of popular culture and related stereotypes and myths.

Prerequisites: None

No. of Credits: 3 credits

Learning Outcomes

This course will allow students to :

1. Define key concepts in the study of popular culture and communication;
2. Identify and summarize significant studies in the field of popular culture;
3. Recognize and analyze emerging and historical trends in popular culture;
4. Explain the relationship between popular culture and identity.

This course will help prepare students for careers in a variety of communication and non-communication related fields.



Teaching Methods

Generally, on Mondays, students can expect a lecture-based class. Students are expected to come to class prepared, and are encouraged to ask questions and engage in class discussion.

On Wednesdays, students can expect a combination of in-class lecture and in-class activities. Through the in-class activities, students will have an opportunity to engage with and test their understanding of course material.

This combination of lecture and activity-based learning will provide students with the theoretical foundation required to critically assess themes and trends in popular culture. It will also encourage students to hone their skills in the areas of critical thinking, teamwork, oral and written communication.

Evaluation

#	Evaluation	Date	Value
1	In-class (online) quiz (Weeks 1-2)	January 28 th	10%
2	In-class (online) quiz (Weeks 3-4)	February 13 th	10%
3	In-class (online) quiz (Weeks 5-6)	March 6 th	10%
4	Weekly journal entries	Every Wednesday	20%
5	Group project and In-class presentation	March 20 th	20%
6	Poster board presentation	April 3 rd	30%

1-3. Online Quiz (In-Class) – January 8th, February 13th, March 6th (In-Class)

There will be three (3) in-class Online Quizzes to test your understanding of the course material. The questions will be a combination of multiple choice, true/false and fill in the blanks. Each quiz is worth 10%.

4. Weekly Journal Entries (20%)

Due: At the end of class, every Wednesday

Students will be given 20 minutes at the end of class each Wednesday to prepare a short reflective journal entry explaining what they learned each week (to be posted in our Virtual Campus discussion board for the week). This journal entry can touch on a variety of topics, including but not limited to:

- What you thought about a concept/term at the beginning of the week and how this changed over the course of readings, lecture and class activities;
- What you enjoyed learning about during the week (and why!);
- What you would like to learn more about;
- What you disagreed with – or agreed – with from the course material;
- Any other topic related to the course!

Quality over quantity matters here. You will not be graded for spelling, grammar, etc., but please make your journal entry easy to read. There are no minimum length requirements – **BUT** you are



being asked to include more than a sentence. Take the full 20 minutes, think of a topic, jot down a couple sentences about it. Pause. Re-read it. Continue writing.

Each journal entry is worth 2% of your mark – this means that you have a grace period if you miss one class or need to leave early you can still earn full marks for this exercise.

5. Group project and in-class presentation (20%)

Due: March 20th

Students will be asked to present a research proposal on a topic in popular culture. As you will see throughout the course, there are a variety of different approaches to popular culture research and an infinite list of possible topics. Working in groups, inside and outside of class time, you will be asked to present a brief research project proposal to your classmates. The research project proposal should, among other things:

- Identify the area of popular culture research that your group is thinking about exploring;
- Summarize some of the key research already done in this area;
- Explain how your project will expand upon existing research; and
- Highlight which theory or theories of popular culture your research will rely upon; and
- Describe how you will carry out your research.

The length of the presentation and the size of the group will depend on the number of students that enrol in the course

6. Poster Board Presentation (30%)

Due: April 3rd (At the beginning of class)

The poster board presentation is an opportunity for you to reflect on how popular culture has influenced their identity. Thinking about all that you have learned over the course of the semester, how has popular culture influenced you? Your behaviours? How you define or describe who you are?

The poster board will be displayed in class during the poster board fair – it will be anonymous except for student numbers. Feel to be creative! You can but do not need to use words. You can draw, make a collage, paint, etc. ***Have no fear! We will have lots of time to talk about this.***

Final Grades

Grades will be based on the official University of Ottawa Grade Scale:

A+	90-100%	B	70-74%	D	50-54%
A	85-89%	C+	65-69%	E	40-49%
A-	80-84%	C	60-64%	F	0-39%
B+	75-79%	D+	55-59%		



Required Texts

For the required readings, students must purchase the following:

- 1) CMN 2180 Course Pack (available through the University of Ottawa docUcentre)
- 2) Betts, Raymond F. & Bly, Lyz. (2013). *A History of Popular Culture: More of Everything, Faster and Brighter*. Routledge.
- 3) Online resources accessible on the Internet on public websites or through the University of Ottawa library online database.

Course Schedule

Week 1
Course syllabus, course objectives and an introduction to key concepts and theories in popular culture and communication
<p>January 7th – Class 1 – Readings</p> <ul style="list-style-type: none"> • Course syllabus • Storey, John. (2013). Chapter 1: What is popular culture? <i>Cultural theory and popular culture : an introduction</i>, pp.1-16. New York, NY: Routledge.
<p>January 9th – Class 2 – Readings</p> <ul style="list-style-type: none"> • Strinati, Dominic. (2004). “Chapter 1: Mass culture and popular culture”. <i>An Introduction to Theories of Popular Culture</i>, pp. 1-45. New York, NY: Routledge.
Week 2
(Key concepts and theories in popular culture and communication)
<p>January 14th – Class 3 – Readings</p> <ul style="list-style-type: none"> • Berger, A.A. (1992). “On the Structure of Genres”. <i>Popular Culture Genres: Theories and Texts</i>, pp. 3-12. Thousand Oaks, CA: Sage Publications. • Berger, A.A. (1992). “Formulas and Text”. <i>Popular Culture Genres: Theories and Texts</i>, pp. 29-42. Thousand Oaks, CA: Sage Publications.
<p>January 16th – Class 4 – Readings</p> <ul style="list-style-type: none"> • Grossberg, Lawrence. (2006). “The Interpretation of Meaning”. <i>MediaMaking: Mass Media in a Popular Culture</i>. pp. 161-192.
Week 3
(Historical and emerging trends in popular culture)
<p>January 21st – Class 5– Readings</p> <ul style="list-style-type: none"> • Betts, Raymond F. & Bly, Lyz. (2013). <i>A History of Popular Culture: More of Everything, Faster and Brighter</i>. Chapters 1-2.
<p>January 28th – Class 6– Readings</p> <ul style="list-style-type: none"> • Betts, Raymond F. & Bly, Lyz. (2013). <i>A History of Popular Culture: More of Everything, Faster and Brighter</i>. Chapters 3-4.
<i>The first online quiz will take place at the beginning of Class 6</i>



Week 4 (Historical and emerging trends in popular culture)
<p>February 4th – Class 7 – Readings</p> <ul style="list-style-type: none"> • Betts, Raymond F. & Bly, Lyz. (2013). <i>A History of Popular Culture: More of Everything, Faster and Brighter</i>. Chapters 5-6.
<p>February 6th – Class 8 – Readings</p> <ul style="list-style-type: none"> • Dunn, Robert Andrew. (2016). “Video Gaming: Aggressively Social”. <i>Communication Perspectives in Popular Culture</i>, eds. Herrmann, A.F. & Herbig, A. pp. 193-206. Lexington Books: Lanham, MA. • Levine, E.(2015). “Cupcakes, Pinterest, and Ladyporn: Feminized Popular Culture in the Early Twenty-First Century”, <i>Project MUSE database</i>. Champaign: University of Illinois Press.

Week 5 (Measuring and studying the effects of popular culture)
<p>February 11th – Class 9 – Readings</p> <ul style="list-style-type: none"> • Godsil, Rachel D., MacFarlane, Jessica, & Sheppard, Brian. (2016). <i>#PopJustice: Volume 3: Pop Culture, Perceptions, and Social Change (A Research Review)</i>. Available online at www.unboundphlanthropy.org.
<p>February 13th – Class 10 – Readings</p> <ul style="list-style-type: none"> • Schweitzer, N. J., & Saks, M. J. (2007). The CSI Effect: Popular fiction about forensic science affects the public’s expectations about real forensic science. <i>Jurimetrics</i>, 47, 357–364. • Schanz, Kimberley & Salfati, C. Gabrielle. (2016). “The CSI effect and its controversial existence and impact: a mixed methods review”. <i>Crime Psychology Review</i>, Vol. 1(2), pp. 60-79.
The second online quiz will take place at the end of Class 10

READING WEEK : FEBRUARY 17th to FEBRUARY 23rd
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Week 6 (Measuring and studying the effects of popular culture)
<p>February 25th – Class 11 – Readings</p> <ul style="list-style-type: none"> • Grossberg, Lawrence. (2006). “Producing Identities”. <i>MediaMaking: Mass Media in a Popular Culture</i>. pp. 219-252.
<p>February 27th – Class 12 – Readings</p> <ul style="list-style-type: none"> • Ames, Melissa & Burcon, Sarah. (2016). “Becoming a Girl: Pop Culture’s First Stage of Gender Training”. <i>How Pop Culture Shapes the Stages of a Woman's Life: From Toddlers-in-Tiaras to Cougars-on-the-Prowl</i>, pp. 11-31. London, UK: Palgrave.



Week 7	
(Special Topic: How do you approach research in popular culture)	
March 4th – Class 13 – Readings	
<ul style="list-style-type: none"> • Roberts, Keith A. (1978). “Toward a Generic Concept of Counter-Culture.” <i>Sociological Focus</i>, 11(2): pp. 111-126. • Davies, Jude. (1996) “The future of ‘No Future’ ”: Punk rock and post-modern theory.” <i>Journal of Popular Culture</i>, Vol. 29(4), pp. 3-26. 	
March 6th – Class 14 – Readings	
<ul style="list-style-type: none"> • Honea, Joy Crissey. (2013). “Beyond the Alternative vs. Mainstream Dichotomy: Olympic BMX and the Future of Action Sports”. <i>Journal of Popular Culture</i>, Vol.46(6), pp.1253-1275. • Kearl, Michelle Kelsey. (2016). “ ‘Prison is Bullshit’: An Intersectional Analysis of Popular Culture Representations of the Prison Industrial Complex in <i>Orange is the New Black</i>”. <i>Communication Perspectives in Popular Culture</i>, eds. Herrmann, A.F. & Herbig, A. pp. 115-128. Lexington Books: Lanham, MA. 	
<i>The third online quiz will take place at the end of Class 14</i>	
Week 8	
(Social constructionism and popular culture)	
March 11th – Class 15 – Readings	
<ul style="list-style-type: none"> • Berger, Peter L. & Luckman, Thomas. (1966). <i>The Social Construction of Reality</i>, pp. 33-62. London, UK: Penguin Group. • Hagood, Margaret C. (2008). “Intersections of Popular Culture, Identities, and New Literacies Research”, In Coiro et al. (eds), <i>Research on New Literacies</i>, pp. 531-551. 	
March 13th – Class 16 – No Class	
<ul style="list-style-type: none"> • Students are expected to attend @uocmn2019 – Public Relations Conference 	
Week 9	
(Special topics: Superheros, comics, and popular culture)	
March 18th – Class 17 – Readings	
<ul style="list-style-type: none"> • Duncan, Randy, & Smith, Matthew J. (2009). “The Superhero”, <i>The Power of Comics: History, Form and Culture</i>, pp. 221-245, • Duncan, Randy, & Smith, Matthew J. (2009). “Comic Books and Ideology”, <i>The Power of Comics: History, Form and Culture</i>, pp. 246-268, Bloomsbury Academic. 	
March 20th – Class 18 – Readings	
<ul style="list-style-type: none"> • None 	
<i>In-class presentations will take place on March 20</i>	



Week 10 (Special Topic: Popular Culture and Sport)	
March 25th – Class 19 – Readings	
<ul style="list-style-type: none"> Lorenz, Stacy L. (2017). “Media, Culture, and the Meanings of Hockey”, in <i>Media, Culture, and the Meanings of Hockey</i>, pp. 1-14. New York, NY: Routledge. Lorenz, Stacy L. (2017). “Constructing a Cultural History of Canadian Hockey”, in <i>Media, Culture, and the Meanings of Hockey</i>, pp. 135-142. New York, NY: Routledge. 	
March 27th – Class 20 – Readings	
<ul style="list-style-type: none"> Finn, Natalie. (2012). “Olympics in Pop Culture: An Epic Timeline of Sporty Celebs and Hollywood Memories”. Available online at: https://www.eonline.com/fr/news/328481/olympics-in-pop-culture-an-epic-timeline-of-sporty-celebs-and-hollywood-memories 	
Week 11 (Special Topic: Popular Culture and Monsters)	
April 1 – Class 21– Readings	
<ul style="list-style-type: none"> Behuniak, Susan M. (2011). “The living dead? The construction of people with Alzheimer's disease as zombies”, <i>Ageing and Society</i>, Vol.31(1), pp.70-92. Magee, Sara. (2014). “High School is Hell: The TV Legacy of Beverly Hills, 90210, and Buffy the Vampire Slayer”. <i>Journal of Popular Culture</i>, Vol.47(4), pp.877-894. 	
April 3 – Class 22 – Readings	
<ul style="list-style-type: none"> None 	
<i>In-class poster presentation fair will take place during Class 22</i>	

Regulations Regarding the Course

Attendance at Exams

Absence from an exam or not handing in an assignment due to illness or extraordinary personal circumstances must be justified. You will be required to provide me with a medical certificate or other official documentation no more than 5 working days after the exam in order to be allowed to write a make-up exam. Other reasons such as, but not limited to, travel, employment and misreading the examination schedule are not acceptable. You may refer to Academic Regulation 9.5 for further details at <http://www.uottawa.ca/governance/regulations.html>.

Late Penalty

Assignments must be handed in at the start of the class at which they are due. If you do hand in your assignment after the beginning of class on the due date without a medical certificate, I will reduce it by one full letter grade.



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Campus Policies and Resources

Academic Fraud

Academic integrity is vital to your own learning process, as well as to the academic goals of the university. Possible acts of academic fraud include cheating, use of a paper written by someone else, plagiarism and unauthorized possession of exam materials. You could fail this course if you are caught in any act of academic fraud.

Sexual Harassment

“The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-and-prevention.”

Accommodations

The Student Academic Success Service (SASS) establishes academic accommodations for students with disabilities while adhering to the University of Ottawa’s policies, procedures, and administrative regulations, as well as the Ontario Human Rights Code. The academic accommodation process is a shared responsibility between SASS, the students, the professors, and the academic units.

As a student, your responsibilities include but are not limited to:

- Disclosing the need for academic accommodations to the SASS - Academic Accommodations;
- Providing the SASS - Academic Accommodations with the necessary medical documentation in accordance with the [Required Documentation Grid](#);
- Attending their initial appointment with the SASS - Academic Accommodations, as well as their follow-up appointments; and,
- Adhering to the University of Ottawa’s and the SASS – Academic Accommodations’ deadlines and regulations.

Academic Writing Help Centre

The [Academic Writing Help Centre \(AWHC\)](#) is a peer help centre where students can go at any step of the writing process to learn how to become more efficient and autonomous writers. If you want to develop your writing skills and improve your papers, book an appointment with a writing advisor and learn how to identify and correct your mistakes.