

SYLLABUS: COMM 3466-0010 (33788) ONLINE COMMUNICATION AND POPULAR CULTURE

Course Overview

As stated in the course catalog, this course examines “communication causes and impacts of the changing technological environment where traditional differences between cultural products, folk, mass, popular, low, elite, high, knowledge, journalistic, and informational are disappearing.”

Instructor(s)

Instructor	Teaching Assistant
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Course Description

This general elective course will examine how popular culture is reflected in human communication. Although the course will focus primarily on mass communication as a source of popular culture, we will also explore how popular culture influences our interpersonal relationships and how we communicate with each other. For example, one section asks students to apply communication theories related to the spread of information through society to describe how popular culture infiltrates mass communication messages and spreads to more interpersonal contexts.

Presented in an online format, this course will take a dynamic approach to learning. We will venture through various aspects of popular culture: Music, movies, slang, and even memes. Although all assignments are completed individually, you should engage with other students through our online discussions. To this end, certain technologies are required for taking this course (see Course Technology section).

Throughout the 15 weeks of class, you’ll develop a more thorough understanding of popular culture through the lens of the communication discipline. Our focus will help you explain popular culture’s intersection with the individual. We will explore how popular culture came to be, why it is more important than many people think, and how it helps us to understand our place in the world and how we communicate with others.

Course Learning Outcomes

By the end of this course, students should be able to:

- Classify various definitions of popular culture and their relationship to the various levels of communication (e.g., interpersonal, group, mass).
- Recognize and categorize different elements of popular culture as they relate to communication phenomena, such as social bonding and group formation.
- Identify the historical and contemporary sources of popular culture as they relate to communication theories, including but not limited to diffusion of innovations, two-step flow, and entertainment appraisal.
- Apply communication theories to understand the communicative functions of popular culture.

Course Materials

No official textbook is being adopted for this course. Readings for the course will consist of chapters and articles posted in digital format on Carmen (see Course Schedule for specific readings).

The readings and other media materials presented in the course are designed to challenge the students' current abilities. They range from chapters in undergraduate textbooks to cutting edge research articles published in the field's best journals.

Packback - Packback Questions is an online community where you will ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback, you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.

Community Lookup Key: **e8ec03fd-9845-447f-a874-0b82ff273041**

Follow the instructions on your screen to finish your registration.

*** In the interest of facilitating an up-to-date course and fostering learning, other course materials may be made available during the semester. If so, these materials (or how to obtain them) will be provided on Carmen. No additional costs will be incurred to access these materials. ***

Course Requirements

Assignments

The assignments are designed to assess basic-level understandings (e.g., remember and understand) as well as higher-level understandings (e.g., apply and analyze). The specific assignments are presented below along with a short description of the general format of the assignment and its relationship to student learning.

- Introduction Video (5%)
 - Students will create and share with the class a short (~2 minute) introduction video where you describe yourself, some of your current favorite popular culture artifacts, and what you hope to get out of this class.
 - The purpose of this assignment is to allow the professor and the other students to connect a name and a face with our virtual colleagues.
- Online Discussion through Packback (15%)
 - Each week you will participate in online discussions with some of your fellow classmates through the Packback Questions platform (see Materials section of Syllabus).
 - The weekly deadline for submission is Thursday at 11:59PM EST.
 - Each week, you are required to submit:
 - 1 open-ended question with a minimum curiosity score of 50, worth 5% of the weekly points.
 - 2 responses with a minimum curiosity score of 50, worth 10% of the weekly points.
 - Half credit will be provided for questions and responses that do not meet the minimum curiosity score.
 - The Online Discussion is intended to help you synthesize knowledge gains across weeks, pose questions to your fellow students and the instructors that you are wrestling with, and facilitate involvement with the course materials. For a brief introduction to Packback Questions and why we are using it in class, watch this video: <http://vimeo.com/packback/Welcome-to-Packback-Questions>
- 12 Reading Quizzes (15% of grade)
 - Quizzes will be administered throughout the semester on a weekly schedule. All quizzes are due by Saturday of the week they are assigned.
 - The quizzes represent a check-in point for the students and the professor. They ensure that students are keeping up with the readings and that the students are getting the “overarching lesson” from each reading.
 - I will drop the lowest quiz grade.
 - All quizzes are weighted equally for your final grade.
- 2 Tests (40% of grade)
 - 2 tests will be administered during the semester: Test 1 is during Week 7, and Test 2 is during Week 14
 - The tests will assess students’ knowledge of the readings and lectures as well as

- their ability to apply their knowledge to related contexts.
- Each test is weighted equally toward the final grade.
 - 1 Term Paper (25%)
 - The term paper will ask students to trace the history of a popular cultural product and how it has impacted society at large. What are the origins of the cultural product, how did it gain popularity, and how has it impacted society?
 - Students will link their historical analysis to important communication theories discussed throughout the course.
 - There are two milestone assignments related to the term paper at different points in the semester. These milestone assignments will help you stay on track so that your final product is higher in quality.
 - Milestone Assignment 1 is due during Week 5. (3% of grade)
 - This assignment asks students to identify their topic of interest.
 - Students will identify their cultural product, how they intend to research its evolution, and present an annotated bibliography of at least 5 sources that they plan on using in their final paper.
 - Milestone Assignment 2 is due during Week 10. (7% of grade)
 - This assignment requires students to present an outline of their final paper.
 - By this point, students should have completed the primary research phase of their project and have an outline of the structure of their final paper. The outline should be at least 2 pages long (single-spaced) and have enough detail that the professor has a firm understanding of what the student will present in their final document.
 - Final Paper: A ~10-page (double-spaced) term paper will be due at the end of the semester. (15% of grade)
 - Extra Credit (Bonus of up to 3%)
 - Students may also choose to earn extra credit by completing research studies through C-REP, the communication research pool. Each research credit earned on C-REP equals 1% of extra credit. Please see the C-REP document on Carmen for additional information.
 - If you have a circumstance that will prevent you from participating in studies to earn the extra credit, there are alternative assignments that you can complete. See C-REP document on Carmen for additional information.

Due Dates for All Assignments	
9/4	Reading Quizzes 1 and 2, Packback Posts 1, Intro Video
9/11	Reading Quiz 3, Packback Posts 2
9/18	Reading Quiz 4, Packback Posts 3
9/25	Reading Quiz 5, Packback Posts 4, Term Paper Milestone 1
10/2	Reading Quiz 6, Packback Posts 5
10/9	Test 1
10/16	Reading Quiz 7, Packback Posts 6
10/23	Reading Quiz 8, Packback Posts 7, Term Paper Milestone 2

10/30	Reading Quiz 9, Packback Posts 8
11/6	Reading Quiz 10, Packback Posts 9
11/13	Reading Quiz 11, Packback Posts 10
11/20	Reading Quiz 12, Packback Posts 11
12/4	Test 2
12/9	Term Paper

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

Please note: Carmen and Buckeyelink do not round up grades. Your grades will be exactly what is earned and will not be rounded up. Extra credit will be offered for students who wish to earn a chance to improve grades.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For assignments, you can generally expect feedback within **10 days**.

E-mail

I or the TA will reply to e-mails within **24 hours on school days**. Please email through Buckeyemail and not Carmen Messages. **DO NOT** reply to a Carmen message through Buckeyemail. You should include both the Instructor and the TA on your email.

Instructor communication

At times announcements will be made to the class via Carmen Announcements and sent through a Carmen message. Please regularly check both to ensure you do not miss a communication.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Online lectures**
Recorded lectures will be uploaded with all other materials every Monday. More than one lecture may appear in the upload. The videos are short to provide the most optimal viewing experience and to increase attention and engagement. Watch a lecture, take a break, come back to the next.
- **Readings**
All readings are expected to be completed prior to viewing the lectures.

Communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** This course is intended to prepare you for future communications as a professional. Assignments should be approached in this manner. Please proofread, edit, and include appropriate language.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Furthermore, rude or impatient communications are generally not appreciated in professional situations. Please consider your words as if you were a professional when communicating with other students, the instructor, and the teaching assistant.
- **Citing your sources:** When requested, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

Academic Misconduct

All of your work in this class is expected to be your independent contribution. You should not seek help from other students, friends, family, etc.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Late Assignments

Due dates are provided in the course schedule. Late assignments will be penalized 5% per day.

Extensions and other accommodations will be provided if absences or late assignments are the result of medical emergencies. In these cases, an alternative assignment may be substituted by the professor.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; <http://slds.osu.edu>; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity Policy

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7. The following technologies may be used in this course. You should familiarize yourself with them if you have questions.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Secured Media Library:**
 - Media materials for this course will be made available via the Secured Media Library. go.osu.edu/SecuredMediaLibrary
 - To obtain additional help for use of the Secured Media Library, please email emedial@osu.edu
 - Frequently Asked Questions and support can be found at <https://resourcecenter.odee.osu.edu/secured-media-library>
- **CarmenZoom**
 - Office hours will be held through Ohio State's conferencing platform, CarmenZoom.
 - Help guides on the use of CarmenZoom can be found at

https://resourcecenter.odee.osu.edu/carmenzoom/getting-started-carmenzoom?search_text=with%20all%20the%20functionality%20of%20a%20Zoom%20pro%20account%20that%20includes%20up%20to%20300&search_terms=zoom

- **Proctorio:**

- Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a strong and stable internet connection. During the course of an exam, Proctorio will record the testing environment, therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be **over 18 years of age**. Additionally, the tool has **limitations in its accessibility for students reliant upon screen readers and keyboard navigation**. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative. Additional information on academic integrity at Ohio State and [recommended proctoring options](#) are available.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>

- **Phone:** 614-688-HELP (4357)

- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

- **Packback:** If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam and microphone recommended for office hours, chat function available for students without webcam or microphone.

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products **free of charge**. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Course Schedule

- Week 1 (Aug. 24)
 - Topics and Online Lectures
 - Defining popular culture and its relationship to high and low culture and youth. – Online Lecture 1
 - Examining origins of popular culture and how it spread and developed over time from ancient societies to the modern world. – Online Lecture 2
 - What is the discipline of communication? – Online Lecture 3
 - Assignments
 - Reading
 - Story, J. (2018). What is popular culture? In *Cultural Theory and Popular Culture* (pp. 1-17). New York, NY: Routledge.
 - National Communication Association. (n.d.). What is communication? Retrieved from <https://www.natcom.org/about-nca/what-communication>
 - Gans, H. (1974). The critique of mass culture (pp. 17-64). In *Popular culture and high culture*. New York, NY: Harper Collins.
 - View online lectures
 - Introduction Video (Due Sep. 4)
 - Students will create and share with the class a short (~2 minute) introduction video where you describe yourself, some of your current favorite popular culture artifacts, and what you hope to get out of this class.
 - Reading Quiz 1 (Due Sep. 4)
- Week 2 (Aug. 30)
 - Topics and Online Lectures
 - Methods for explaining and describing popular culture, including communication theories, critical theories, psychological and sociological theories, semiotic approaches, and transgression theories (e.g., moral panics). – Online Lectures 4, 5, and 6
 - Assignments
 - Reading
 - Danesi, M. (2019). Explaining pop culture. In *Popular Culture: Introductory Perspectives* (pp. 63-101). New York, NY: Rowman & Littlefield.
 - McQuail, D. (2010). Mass communication and culture (pp. 111-134). In *McQuail's mass communication theory* (6th edition). Thousand Oaks, CA: SAGE.
 - View online lectures
 - Reading Quiz 2 (due Sep. 4)
 - Packback 1 Suggested Topics (due Sep. 4)

- Think about areas of intersection between communication research and popular cultural theories. Propose a research question related to popular culture that a communication student/communication researcher might attempt to answer.
- Think about the epistemological assumptions of some of the methods from the lectures and readings. Propose a question regarding the intersection between these assumptions and aspects of popular culture.
- Week 3 (Sep. 6)
 - Topic and Online Lectures
 - Current sources of popular culture; the media industries and the consolidation/fragmentation of the media landscape; this section outlines how media economics can play a role in how popular culture spreads by examining technological and economic convergence. – Online Lectures 7 and 8
 - Assignments
 - Readings
 - Danesi, M. (2019). The business of pop culture. In *Popular Culture: Introductory Perspectives* (pp. 102-142). New York, NY: Rowman & Littlefield.
 - McQuail, D. (2010). The production of media culture (pp. 307-336). In *McQuail's mass communication theory* (6th edition). Thousand Oaks, CA: SAGE.
 - “Media Giants: What is the point?” - <https://www.economist.com/leaders/2002/05/23/what-is-the-point>
 - “Here’s who owns everything in Big Media today” <https://www.vox.com/2018/1/23/16905844/media-landscape-verizon-amazon-comcast-disney-fox-relationships-chart>
 - View online lectures
 - Reading Quiz 3 (due Sep. 11)
 - Packback 2 Suggested Topic (due Sep. 11)
 - Think about the current mega-conglomerates and their evolution into their current states. Propose a question regarding their future or past and how it might relate to course topics.

Week 4 (Sep. 13)

- Topics and Online Lectures
 - In this unit, we’ll examine slang and popular. – Lectures 9 and 10
- Assignments
 - Readings
 - Danesi, M. (2019). Pop language. In *Popular Culture: Introductory Perspectives* (pp. 336-363). New York, NY: Rowman & Littlefield.
 - Dumas, B. K., & Lighter, J. (1978). Is slang a word for linguists?. *American speech*, 53(1), 5-17.
 - View lectures
 - Reading Quiz 4 (due. Sep. 18)

- Packback 3 Suggested Topic
 - Think about the major arguments Danesi discusses regarding the role of slang and popular language. Propose a question related to the intersection of the various topics.
- Week 5 (Sep. 20)
 - Topics and Online Lectures
 - How does popular culture spread (pt. 1)? In this section, we'll explore Rogers' diffusion of innovations theory and examine how it might explain the spread of popular culture from centralized sources of information, such as the mass media. – Online Lectures 11 and 12
 - Assignments
 - Readings
 - Rogers, E. M. (1983). Elements of diffusion. In *Diffusion of Innovations* (pp. 1-37). New York, NY: The Free Press.
 - Xu, W. W., Park, J. Y., Kim, J. Y., & Park, H. W. (2016). Networked cultural diffusion and creation on YouTube: An analysis of YouTube memes. *Journal of Broadcasting & Electronic Media*, 60(1), 104-122.
 - View online lectures
 - Reading Quiz 5 (due Sep. 25)
 - Milestone Assignment 1 (due Sep. 25)
 - Packback 4 Suggested Topic (due Sep. 25)
 - Think about the major theoretical components of diffusion of innovations theory. What questions come to mind that connect these theoretical components to the popular culture topics we've discussed?
- Week 6 (Sep. 27)
 - Topics and Online Lectures
 - How does popular culture spread (pt. 2)? In this section, we'll examine the two-step flow model of communication, described by Lazarsfeld and colleagues in 1948. We'll take an up-to-date look at the model and examine whether it can explain how messages spread through modern communication settings, such as twitter. – Online Lecture 13 and 14
 - Assignments
 - Readings
 - Choi, S. (2015). The two-step flow of communication in Twitter-based public forums. *Social Science Computer Review*, 33, 696-711. doi: 10.1177/0894439314556599
 - Kayahara, J., & Wellman, B. (2007). Searching for culture—high and low. *Journal of Computer-Mediated Communication*, 12(3), 824-845.
 - View online lectures
 - Reading Quiz 6 (due Oct. 2)
 - Packback 5 Suggested Topic (due Oct. 2)

- Thinking about the major theoretical components of the two-step flow and the paper presented above, what questions might be offered that connect the two-step flow to culture that have not yet been posed?
- Week 7 (Oct. 4)
 - Test 1 (due Oct. 9)
- Week 8 (Oct. 11)
 - Topics and Online Lectures
 - This week’s topic builds on the previous two weeks. Here we examine a biological/evolutionary explanations for the spread of information. You may have heard of memes online, but this section explores the very real scientific underpinnings of memes. – Online Lectures 11 and 12
 - Assignments
 - Readings
 - Atran, S. (2001). The trouble with memes. *Human Nature*, 12(4), 351-381.
 - Mesoudi, A. (2009). How cultural evolutionary theory can inform social psychology and vice versa. *Psychological review*, 116(4), 929-952.
 - Reading Quiz 7 (due Oct. 16)
 - View online lectures
 - Packback 6 Suggested Topic (due Oct. 16)
 - Research a popular meme on the website Knowyourmeme.com and pose a question related to the readings.
- Week 9 (Oct. 18)
 - Topics and Online Lectures
 - In this unit, we’ll examine whether some individuals are more likely to be “tastemakers” than others. What makes a person an expert on a topic? What makes them persuasive to others? Communication researchers have recently expanded upon theories relating to the two-step flow of communication and the diffusion of innovations to suggest that some individuals are “mavens” and “super diffusers.” We’ll read recent research in this area and ask whether this type of approach might help to explain the origins of popular culture. – Lectures 13 and 14.
 - Assignments
 - Readings
 - Boster, F. J., Kotowski, M. R., Andrews, K. R., & Serota, K. (2011). Identifying influence: Development and validation of the connectivity, persuasiveness, and maven scales. *Journal of Communication*, 61(1), 178-196.
 - Carpenter, C. J., Boster, F. J., Kotowski, M., & Day, J. P. (2015). Evidence for the validity of a social connectedness scale: Connectors amass bridging social capital online and offline. *Communication Quarterly*, 63(2), 119-134.
 - Reading Quiz 8 (due Oct. 23)

- View lectures
 - Milestone 2 (due Oct. 23)
 - Packback 7 Suggested Topic (due Oct. 23)
 - Think about Boster et al.'s conceptualization of "super diffusers" and pose a question that relates this topic to popular culture.
- Week 10 (Oct. 25)
 - Topics and Online Lectures
 - In this unit, we'll examine the birth and development of rock and roll as a prime example of how marginalized groups and interests can become mainstream. – Online Lectures 15 and 16
 - Assignments
 - Reading
 - Walser, R. (1998) The rock and roll era. In D. Nicholls (Ed.), *The Cambridge History of American Music* (pp. 345-387). Cambridge, UK: Cambridge University Press.
 - Krause, A. E., & North, A. C. (2017). Pop music lyrics are related to the proportion of female recording artists: Analysis of the United Kingdom weekly top five song lyrics, 1960–2015. *Psychology of Popular Media Culture, 8*, 233-242.
 - Reading Quiz 9 (due Oct. 30)
 - View online lectures
 - Packback 8 Suggested Topic (due Oct. 30)
 - Based on your reading, think through some questions that you have about the history of rock and roll and other related genres.
- Week 11 (Nov. 1)
 - Topics and Online Lectures
 - In this unit, we'll examine what makes a movie popular and whether scientific approaches can explain how something becomes popular. Toward this goal we'll look at a classic paper on the topic. – Lectures 19 and 20
 - Assignments
 - Readings
 - Litman, B. R. (1983). Predicting success of theatrical movies: An empirical study. *The Journal of Popular Culture, 16*(4), 159-175.
 - Lewis, R. J., Grizzard, M. N., Choi, J. A., & Wang, P. L. (2019). Are enjoyment and appreciation both yardsticks of popularity?. *Journal of Media Psychology: Theories, Methods, and Applications, 31*(2), 55-64.
 - Reading Quiz 10 (due Nov. 6)
 - View online lectures
 - Packback 9 Suggested Topic (due. Nov. 6)
 - Think about the arguments presented within the article as well as the evidence related to them. What questions arise from considering their findings? Are there other questions they should be asking?
- Week 12 (Nov. 8)
 - Topics and Online Lectures

- In this unit, we'll examine how individuals select media. By understanding how individuals select the components of popular culture (i.e., popular messages), we might begin to understand why the previous approaches are only marginally successful. – Lectures 21 and 22
 - Assignments
 - Readings
 - Rubin, A. M. (2009). Uses and gratifications: An evolving perspective on media effects. In R. L. Nabi & M. B. Oliver (Eds.), *The SAGE Handbook of Media Processes and Effects* (pp. 147-160). Los Angeles, CA: SAGE.
 - Knobloch-Westerwick, S. (2006). Mood management: Theory, evidence, and advancements. In D. Zillmann & P. Vorderer (Eds.), *Psychology of entertainment* (pp. 239-254). Mahwah, NJ: Lawrence Erlbaum Associates.
 - Reading Quiz 11 (due Nov. 13)
 - View online lectures
 - Packback 10 Suggested Topic (due Nov. 13)
 - Out the major assumptions of uses and gratifications and mood management theory. Pose questions related to the intersection of these two theories.
- Week 13 (Nov. 15)
 - Topics and Lectures
 - In this unit, we'll begin to examine representations within media entertainment. How does popular media content reflect society and what elements of society are excluded? – Lectures 23 and 24
 - Assignments
 - Readings
 - Smith, S. L., Choueiti, M., Pieper, K., Gillig, T., Lee, C., & DeLuca, D. (2016). Inequality in 700 Popular Films: Examining Portrayals of Gender, Race, & LGBT Status from 2007 to 2014. Retrieved from <https://celluloidjunkies.com/podfiles/asib-2.pdf>
 - Schug, J., Alt, N. P., Lu, P. S., Gosin, M., & Fay, J. L. (2017). Gendered race in mass media: Invisibility of Asian men and Black women in popular magazines. *Psychology of Popular Media Culture*, 6(3), 222-236.
 - View online lectures
 - Reading Quiz 12 (due Nov. 20)
 - Packback 11 Suggested Topic (due Nov. 20)
 - Watch Dr. Smith's TED Talk (<https://bit.ly/3iXUEVS>) on her findings and the erasure of women in Hollywood. What questions come to mind?
- Week 14 (Nov. 22) – No class – Thanksgiving and Indigenous Peoples' Day
- Week 15 (Nov. 29) – Test 2 (due Dec. 4)
- Week 16 (Dec. 6) – Term Paper Due by Dec. 9