

SYLLABUS

COMM 3466: COMMUNICATION & POP CULTURE

Spring 2025

ONLINE, ASYNCHRONOUS - 3 CREDIT HOURS

Overview

This course examines communication causes and impacts of the changing technological environment. Traditional differences between cultural products, folk, mass, popular, low, elite, high, knowledge, journalistic, and informational are disappearing. We're tracing how and why that's happened, and critically considering popular culture as it happens today.

Instructor

Dr Sara Grady (grady.367@osu.edu)

Office hours (online or in-person): Friday 10-12 or by appointment at [my Zoom link](#)

I am always happy to help to students, and I hope you'll reach out any time. BUT, I also have responsibilities outside this class (and I know you do, too). I try to respond to emails within 1-2 working days (M-F, 9-5). Plan ahead to get the input you need long before deadlines come around!

Materials

There is no textbook. Readings are posted on in each week's module. They range from chapters in undergraduate textbooks to cutting edge research articles published in the field's best journals.

Pre-requisites

Not open to students with credit for 666. Credit Hours: 3.0. The course will be presented entirely online.

Course Description & Learning Outcomes

This general elective examines 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.

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). Others are prohibited (see AI in the classroom).

Throughout the class, you'll develop a more thorough understanding of popular culture through the lens of the communication discipline. 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.

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

- Classify various definitions of popular culture and their relationship to different communication paradigms (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.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% asynchronous and online. There are no required sessions at a specific time, but assignments have hard deadlines.

A note about technology: See the technology section at the end of this document for what you'll need to have access to.

Pace: Modules are released at least one week ahead of their due date. Students are expected to keep pace with weekly deadlines, and can turn anything in early if deadline days have other commitments.

Credit hours & expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#) students should expect around 3 hours per week of time spent on direct instruction (instructor content and CarmenCanvas activities, for example) in addition to 6 hours of homework (reading articles and writing papers, for example) to receive a grade of (C) average.

PARTICIPATION & GRADES

What you'll do (overview)

- **Online lectures & videos**

Recorded lectures will be uploaded every week, often as multiple shorter videos. Feel free to watch a lecture, take a break to digest, then come back to the next. Sometimes these will be supplemented by other videos and digital materials, which will always be available in the assigned module.

- **Readings**

All readings are expected to be completed prior to viewing the lectures.

- **Discussion**

Each week, students will reflect on current topics and use examples from current popular culture and media, including substantially engaging with classmates' posts. This is where we can have a lot of fun if you come prepared to engage.

- **Paper**

Your major analysis paper will be broken down into smaller milestone assignments over the term to help you refine your thinking and develop your arguments.

Grade Breakdown

Assignment	Number	Points each	Points total
Intro video	1	10	10
Discussions	8 (+3 extra)	15	120
Quizzes	10 (+2 extra)	10	100
Milestone assignment 1	1	20	20
Milestone assignment 2	1	25	25
Final paper	1	75	75
Total			350

Grade Scale (in %)

93–100: A	67 –69.9: D+
90–92.9: A-	60 –66.9: D
87–89.9: B+	Below 60: E
83–86.9: B	
80–82.9: B-	
77–79.9: C+	
73–76.9: C	
70 –72.9: C-	

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 (via extra discussion posts) is available for those who wish to earn a chance to improve grades.

How you're graded

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.

Detailed instructions and rubrics for assignments are on Carmen.

- **Introduction Video (10 pts)**
 - PURPOSE
 - 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.
 - DEADLINE
 - Friday of week 1, 5pm
- **Quizzes (~30% of grade)**
 - PURPOSE
 - The quizzes represent check-in points. They ensure that students are keeping up with the readings and that the students are getting the “overarching lesson” from each reading.
 - DEADLINE
 - Quizzes always due on Fridays at 5pm.
 - DROPPED SCORES
 - There are 12 quizzes, but the lowest two scores are dropped.
- **Discussion Participation (~35% of grade)**
 - PURPOSE
 - Participation will be assessed by examining how deeply students engage with the material and each other through online discussion posts.
 - Your contributions in this course are important and valued. You bring your unique background, personality, opinions, and knowledge. I encourage you to share with others to the extent you feel comfortable and ask that you listen to your peers, so you not only learn about them, but you also grow as a teacher, and as a human being. You belong here. This space is designed for us to learn from each other, and I hope you embrace it!
 - DEADLINE
 - Posts are due Friday at 5pm.
 - Two *substantive* responses to classmates are due the following

Monday at 5pm. (If Monday is a university holiday, then this moves to Tuesday).

- DROPPED SCORES
 - There are 11 discussions, but only 8 are required for full points.
 - Participating in additional discussion boards can earn extra credit (up to 5 points per week)

- **Analysis Paper (~35% of grade)**
 - PURPOSE
 - This analysis paper traces the history and impact of a popular cultural product. Students will use theories and content from class to examine the origins of the cultural product, how it gained popularity, and how it has impacted society at large.
 - The paper is broken into 3 assignments over the semester.
 - **Milestone 1 (~5% of grade)**
 - This pitch document asks students to identify their topic/product of interest, why they chose this item, and evidence of its impact.
 - The pitch will also include an annotated bibliography of at least 5 sources that they plan on using in their final paper.
 - Instructions and examples on Carmen
 - **Milestone 2 (~7% of grade)**
 - This outline should show the full skeleton and content the paper will cover.
 - It will include evidence of completed research, including the theories applied to understand and analyze this artifact and their conclusions on the product's impact and importance.
 - Instructions and examples on Carmen
 - **Final Paper (~20% of grade):**
 - A ~6-page (double-spaced) term paper laying out the history, impact, relevance and analysis.
 - Papers must be in [APA format](#)
 - Instructions & examples on Carmen
 - DEADLINES
 - Papers are always due the Monday after it's assigned module at 5pm (just like discussion replies). (If Monday is a university holiday, then this moves to Tuesday).

Communication guidelines

The following are expectations about how we should communicate with each other at all times (in discussions, via email). 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. Use complete sentences and limit abbreviations and slang (where it is not central to the discussion topic) to ensure everyone can understand you equally. Use professional language and tone, and always proofread and edit your submissions for clarity and errors.
- **Tone and civility:**
 - I expect we will all work to maintain a supportive learning community, where everyone feels safe and where people can disagree amicably. Raising counterpoints is fine and encouraged! But personal attacks, insults or inflammatory speech will not be permitted. Furthermore, rude or impatient communications are unprofessional. Consider your words as if you were a professional when communicating with other students, the instructor(s), and anyone else with whom you may interact.
- **Citing your sources:**
 - Cite your sources to back up what you say. This includes providing evidence of your claims, but also gives necessary credit to people whose ideas you are sharing. Plagiarism is an example of academic misconduct, which could lead to reporting to the Committee on Academic Misconduct (COAM). Please carefully review [what constitutes plagiarism](#). I will explain in greater detail in the semester.

POLICIES, RESOURCES & FINE PRINT

Contacting each other

Contacting me (including about grades)

In general, I will do everything I can to be available to students during business hours (M-F, 9-5). Feel free to email me ask to set up a zoom, or even schedule an appointment to come into office and talk. I have over 300 students most semesters, but I will try to get back to all messages within a *business* day or two.

You can work on this class whenever you want to around your other commitments, provided you meet the deadlines. I also work on this class around other demands and responsibilities, which means I do not generally check emails in the evening or on the weekends.

Plan ahead! Make sure you get your questions answered a few days before a deadline so you feel prepared and can submit your best work, even if our work schedules and yours don't match up.

Discussion grades will usually take about a week to post online, papers and exams can take 2-3 weeks.

Me contacting you

I will primarily send out information and updates via Carmen announcements, and occasionally through Carmen mail. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages. Make sure you check this regularly (every couple of days at least), and if you prefer, you can set up for Carmen emails to be forwarded to the inbox of your choice for easy monitoring.

Deadlines & Makeups

This class is entirely online and asynchronous. Which means there are no attendance or participation points, just weekly assignments.

Everyone will get to drop quizzes and discussion posts, so the ability to miss a week without it harming your grade (for the flu, a job interview, or a family event) is already baked into the class.

But sometimes bigger emergencies happen. I want you to succeed. I want you to show me you know the material and can apply it. If life gets in the way of meeting your weekly deadlines, it is your responsibility to contact me immediately to make arrangements. I may need to ask for documentation etc., especially for an extended absence (e.g., in the case of a bereavement or major illness) in accordance with university policy, but these aren't the only reasons you might need help. Reach out and let's figure it out together.

Falling behind? Feeling overwhelmed? I get it. Life happens. In general, I'm fine with students needing an extra day or two to balance school, work, and life that happens when a major deadline is coming. But these requests must be made before the deadline. DO NOT assume work can be made up after a deadline without getting approval first. Reach out as soon as you start struggling and we'll make a plan together.

Accommodations and alternative arrangements will be made on a case-by-case basis once the request has been approved.

Note that make-ups are not available for quizzes or discussion posts. When these are closed they are closed, that's why you get to drop some.

Policy for submitting assignments

- Technical malfunctions at the last minute, getting called in to work on the due date, etc. are not considered excused. Assignments are open for at least a full week and may be completed any time in that week. Do not wait until the last minute. Submit early if you're going to have trouble submitting around deadline time.
- Quizzes are open for a duration of time and the window in Carmen will close when it ends. The quiz will not be re-opened unless University or medical documentation is provided.
- Discussions will be eligible for partial credit if the initial post is late but the responses are on time. At the response-post due date, the board will close and will not be re-opened.
- Written assignments will be assigned early and expected to be turned in (and fully uploaded) on time at NOON EST on Fridays. Without a make-up request on file, a 20% deduction will apply for late submissions. There will be a 20% deduction for every day the submission is

late. It may take some time for your file to upload. Files that upload past the submission point will be considered late. Please plan accordingly.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course technology

Technology support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CarmenCanvas access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in CarmenCanvas. To ensure that you are able to connect to CarmenCanvas at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device help article](#) for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download [the Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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](#).

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](#)
- [Ten Suggestions for Preserving Academic Integrity](#)



AI use (& misuse)

Generative AI (the kind that spits out text or pictures based on a prompt, like ChatGPT, Co-pilot or Dall-E) is all over the news. It's an important and developing tool to understand both as students and future professionals (some of which we'll cover in class).

Because you will best accomplish the goals of this course by undertaking all activities and assessments without AI assistance, you are not permitted to use any AI tools in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. The use of unauthorized GenAI tools will result in referral to the Committee on Academic Misconduct. If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

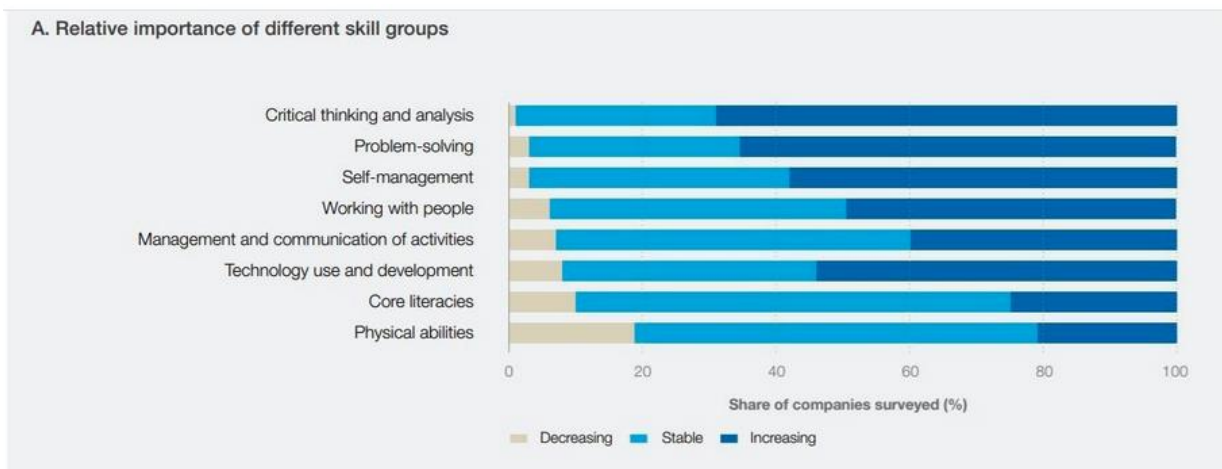
Some of the tools and uses that are most likely to be an issue in this course, and which you should especially avoid include using any generative AI or LLM tool (chatGPT, Copilot, Claude) to compose or craft milestones, papers or discussion posts.

If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding.

If you feel you need to use GenAI for translation for example, please contact me first. If you have any other questions regarding this course policy, please contact me.

But why though?

1. AI-generated work is full of hallucinations and errors, and rarely does a good job being precise and critical the way I am asking you to. Don't outsource to subpar solutions.
2. **If everything I asked you to do can be done as well or better by AI, why would anyone hire you?** You need to make sure you have skills that make you valuable – and that includes communication and critical thinking skills. These are the things your assignments are designed to help you practice. Don't believe me that it matters? Here's the World Economic Forum projections for necessary job skills:



Perceived skills and skills groups with growing demand for 2025.

Image: World Economic Forum

I'm not asking you to do busy work or waste your time. I would use shortcuts for that too.

But the tasks in this class are for a reason. If after a few weeks you disagree with me on that, come to office hours. I'm absolutely happy to chat about this and what you think will help you learn best.

Student Services and Advising

University Student Services can be accessed through [BuckeyeLink](#). More information is available here:

Advising resources for students are available at [this link](#).

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse & inclusive learning environment

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.

Harassment, discrimination or misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

[More information on OSU's land acknowledgement is here](#)

Your mental health

PLEASE TAKE CARE OF YOURSELF

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 are or someone you know is 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 their website 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the **Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273- 8255); or text (4hope to 741741); or at suicidepreventionlifeline.org**

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- [Canvas accessibility](#)

- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

Course Schedule

Pop culture is an ever-evolving topic that can change at any moment. Therefore, the below schedule and content is tentative and subject to change. You will be contacted immediately if a reading or due date is changed.

Week	Date	Topics	Major Readings (See Carmen)	Assignments Due
1	1/6/25	Introduction	<ul style="list-style-type: none"> Syllabus & Policies 	<ul style="list-style-type: none"> Introduction Video (F)
2	1/13/25	Defining and critiquing popular culture	<ul style="list-style-type: none"> Storey (2018). "What is popular culture?" Gans (1974). "The critique of mass culture" 	<ul style="list-style-type: none"> Discussion 1 (F M) Reading Quiz 1 (F)
3	1/20/25	Explaining popular culture	<ul style="list-style-type: none"> Danesi (2019). "Explaining pop culture" McQuail (2010). "Mass communication and culture" 	<ul style="list-style-type: none"> Discussion 2 (F/ TUES) Reading Quiz 2 (F)
4	1/27/25	Sources of popular culture	<ul style="list-style-type: none"> Danesi (2019). "The business of pop culture" McQuail (2010). "Production of media culture" (<i>skim</i>) 	<ul style="list-style-type: none"> Discussion 3 (F M) Reading Quiz 3 (F)
5	2/3/25	How does popular culture spread? (pt. 1)	<ul style="list-style-type: none"> Rogers (1983). "Elements of diffusion" Xu, et al. (2016). "Networked cultural diffusion..." 	<ul style="list-style-type: none"> Reading Quiz 4 (F) Milestone 1 (following M)
6	2/10/25	How does popular culture spread? (pt. 2)	<ul style="list-style-type: none"> Kayahara & Wellman (2007). "Searching for culture" Choi (2015). "The two-step flow of communication..." 	<ul style="list-style-type: none"> Discussion 4 (F/ M) Reading Quiz 5 (F)

7	2/17/25	Defining influence	<ul style="list-style-type: none"> • Boster et al. (2011). "Identifying influence..." • Carpenter et al., (2015). "Evidence for the validity of a social connectedness scale..." • Johnson & Ranzini (2018) "Click here to ..." (<i>skim</i>) 	<ul style="list-style-type: none"> • Discussion post 5 (F/ TUES) • Reading Quiz 6 (F)
8	2/24/25	Popularity in Music	<ul style="list-style-type: none"> • Askin & Mauskapf (2017). "What makes popular culture popular..." • North & Hargreaves (1995) "Complexity, familiarity..." • NPR's Pop culture happy hour podcast 	<ul style="list-style-type: none"> • Discussion post 6 ((F/ M) Reading Quiz 7 (F)
9	3/3/25	Popularity in Film	<ul style="list-style-type: none"> • Litman (1983). "Predicting success of theatrical..." • Lewis et al. (2019). "Are enjoyment & appreciation..." • Francemone et al. (2023) "Examining genre success..." 	<ul style="list-style-type: none"> • Discussion post 7: MEDIA DIARY (M AFTER BREAK) • Reading Quiz 8 (F)
10	3/10/25	SPRING BREAK		
11	3/17/25	Choosing media (pt. 1)	<ul style="list-style-type: none"> • Rubin (2006). "Uses and gratification" • Pappacharissi & Mendelson (2011). "An exploratory study...reality tv" 	<ul style="list-style-type: none"> • Reading Quiz 9 (F) • Milestone 2 (following Mon)
12	3/24/25	Choosing media (pt. 2)	<ul style="list-style-type: none"> • Reinecke (2016). "Mood management theory" • Oliver & Raney (2011). "Entertainment as pleasurable and meaningful..." 	<ul style="list-style-type: none"> • Discussion post 8 (F/M) • Reading Quiz 10 (F)
13	3/31/25	How popular media reflects society	<ul style="list-style-type: none"> • Smith, et al. (2016). "Inequality in 700 popular films" • Schug, et al. (2017). "Gendered race in mass media..." 	<ul style="list-style-type: none"> • Discussion post 9 (F/M) • Reading Quiz 11 (F)

14	4/7/25	Parasocial interactions & relationships	<ul style="list-style-type: none"> • Klimmt, et al. (2006). "Parasocial Interactions and Relationships." • Hoffner & Bond (2022). "Parasocial relationships, social media, & well-being" 	<ul style="list-style-type: none"> • Discussion post 10 (F/M) • Reading Quiz 12 (F)
15	4/14/25	Grab bag week!	<ul style="list-style-type: none"> • TBA 	<ul style="list-style-type: none"> • Discussion 11 (F/ M)
16	4/21/25	<i>(End of classes)</i>		<ul style="list-style-type: none"> • SIRS eval
17	4/28/25	Exam Week		<ul style="list-style-type: none"> • Final Term Paper (M 4/28) • (No exam)