

Selected Topics in Popular Culture

CIED 1001A (0.5 credits) Winter 2021 Course Outline

Instructor: [Susan Burhoe](#)

Live Class time: [Tuesday 6:00-7:30 pm](#)

Plus asynchronous lectures: ~1.0 hr/week

Email: susan.burhoe@carleton.ca

Course office hour: TBA or [by appointment](#)

Mentors: [Benjamin Steele](#) and [Grace Mulvaney](#)

Academic coach: book online at
carleton.ca/esp/appointments

Overview

This course will explore popular culture in late 20th and early 21st century America. Each week, we'll investigate case studies as sites where societal values are represented, defined, and at times, contested. In this course, you will be introduced to some basic cultural theory and learn how scholars approach cultural "texts". We'll explore how various audiences "read", respond to, and experience popular culture. We will reflect on how movies, TV shows, games or comics reflect our cultural anxieties and/or express our worldviews.

You will be encouraged to consider the relationship between ideology and culture as we explore how various mass cultural products and movements have shaped and reflected our ideas about gender, sexuality, race, "normality", and identity throughout the late 20th and early 21st centuries.

Learning Objectives and Outcomes

The goal of this course is to provide you with the skills and knowledge to:

- Define key concepts related to semiotics and basic cultural theory;
- Apply cultural theory to cultural "texts" such as advertising, TV, comics, movies, fashion, music and social media;
- Analyze pop culture texts to assess how they reinforce and/or challenge the norms of their social and historical moment, with particular attention to ideas about race, sexuality, gender and class;
- Practice analysis in oral and written form, through class discussions, group work, and written assignments;
- Develop university level writing skills (including MLA format) through a project that asks you to apply the concepts from the course to a popular culture topic of your choosing.
- Communicate the results of your learning in a written essay and weekly quizzes and in-class discussions and assignments.

Textbook

There is no textbook for the course. Weekly readings and/or documentaries will be available on CuLearn.

Course website: CuLearn - CIED 1001A - Winter 2021

To access the course website visit carleton.ca/culearn. For help and support, go to carleton.ca/culearn/students. Any technical issues: contact Information Technology Services (ITS) by phone at 613-520-3700 or email at its.service.desk@carleton.ca.

Course Structure

This course will consist of pre-recorded lectures that you can watch anytime during the week and online classes offered Tuesdays at 6:00-7:30 pm. You should budget about 5-6 hours/week of your time for the routine coursework. On weeks where you have an assignment due, you'll need more time than that, so plan ahead and budget your time accordingly. The Academic Coaches can help you make a study plan for the term (consider [booking an appointment](#)).

Here's what you can expect in this class.

There will be work to complete **before class** each Tuesday:

- Watch the pre-recorded lectures (posted on each Wednesday) before class on the following Tuesday. (~1.0 hr. of pre-recorded lecture)
 - Lectures will be posted to cuLearn at least 5 days before the live class session
- Complete the readings/podcast and/or documentary assigned that week. (Academic readings take extra time so plan on ~ 2-3 hrs./week.)
- Complete the multiple-choice quiz based on that week's reading & pre-recorded lecture. (~10 mins.)
 - Weekly quizzes will open in cuLearn **each Sunday by 8:00 am** prior to the class, and will close on **Tuesday at 5:55 pm**.

And we'll have a **weekly Zoom class Tuesdays 6:00-7:30 pm**:

- Structure: a brief lecture (reviewing highlights from that week's topic) and discussion/activities, giving you a chance to weigh in with your thoughts. (1.0-1.5 hrs.)
- In-class activities will be completed during this time and count toward your course grade.

See below for more information about course evaluation and assignments.

ESP/IESP Supports

Your ESP/IESP support team: Academic Advantage Coaches, Student Advisors and Mentors.

Please use our on-line scheduling service for booking appointments.

To book an appointment, visit: carleton.ca/esp/appointments.

- **Academic Coach** (study support, time management, writing help): academic.coaching@carleton.ca.
Make an appointment online at carleton.ca/esp/appointments
- **ESP Student Advisors** (program planning, degree requirements, registration, applying to a degree): Stephanie Wagar, Allan Blunt, and Susan Burhoe, are the ESP Advisors: esp.advising@carleton.ca. Make an appointment online at carleton.ca/esp/appointments
- **IESP Student Advisor: (for students enrolled in the Indigenous ESP)** Kirstei Abbott: IESP@carleton.ca. Make an appointment online at carleton.ca/esp/appointments and select "IESP Advising".
- **Mentors** (former students who offer peer support, guidance about student life and transition advice): [Benjamin Steele](#) and [Grace Mulvaney](#).

Weekly Topics

Please consult cuLearn for links to the assigned readings/documentaries.

Date	Topic	Reading/documentary/etc
Jan 12	Intro to Course	N/A
Jan 19	Pop Goes the Culture: How and why we study pop culture	Documentary: <i>Mickey Mouse Monopoly</i> . Dir. Sun, Chyng-Feng, Miguel Picker, and Monique Fordham. Media Education Foundation; Kineticvideo.com, 2002.
Jan 26	Cowboys, Indians and American Mythologies	Documentary: Diamond, Neil. <i>Reel Injun</i> . Ottawa: National Film Board of Canada, 2011. Film.
Feb 2	Diamonds are a Girl's Best Friend? Hollywood Glamour	Reading: Dyhouse, Carol. Chapter 2 "Hollywood Glamour" in <i>Glamour: Women, History, Feminism</i> . London; New York: Zed; Palgrave Macmillan, 2010. pgs. 29-47.
Feb 9 Annotated bibliography due	Buying-in: Consumer Culture, Gender & Identity	Documentary: <i>The Codes of Gender</i> . Dir. Aaron Vega, Andrew Killoy, Jeremy Earp, Sut Jhally. Media Education Foundation, 2009. Kanopy. Web. 4 Jan. 2021.
Feb 16	No class: study break	
Feb 23 Proposal due	"Oh... the HORROR!" Comic Books and Moral Panic in the 50s	Readings: Medhurst, Andy. "Batman, Deviance and Camp." <i>The Superhero Reader</i> . University Press of Mississippi, 2013. Web. Wertham, Frederic. "What Parents Don't Know About Comic Books" in <i>Ladies' Home Journal</i> , November, 1953, pgs. 50-53 & 214-220.
Mar 2	Rapper's Delight: Hip hop, Race and Culture	Documentary: <i>Blacking Up: Hip-Hop's Remix Of Race and Identity</i> . California Newsreel (Firm). New York, N.Y.: Films Media Group, [2012], c2010.
Mar 9	Watching the Detectives: Heroes & Villains Onscreen	Documentary: Ava Duvernay, and Jason Moran. <i>13TH</i> . USA, 2016.
Mar 16 Essay due	Satanic Panic: Cultural Anxiety and Gaming	Reading: Victor, Jeffrey S. "Chapter Eight: Searching for Satanism in Schools, Books, Music, and Games." <i>Satanic Panic: The Creation of a Contemporary Legend</i> . Chicago: Open Court, 1993. pgs. 155-179.
Mar 23	Apocalypse Now: Zombies, Contagion & Cultural Anxiety	Reading: Bishop, Kyle William. "Introduction", in <i>American Zombie Gothic: the rise and fall (and rise) of the walking dead in popular culture</i> . Jefferson, N.C.: McFarland & Co., 2010. pgs. 9-36.
Mar 30	No topic: Test to be written in cuLearn during class time	
Apr 6	Miley Twerking: Race & Gender in Pop Music	Readings: Haley Freeman, "Miley Cyrus's twerking routine was cultural appropriation at its worst", <i>The Guardian</i> , Tuesday 27 August 2013. Anne Theriault, "What Miley Cyrus Did Was Disgusting--But Not For the Reasons You Think", Huffington Post, Tuesday 27 August 2013.:
Apr 13	"It's a Puppy!": Pandemic Comfort Viewing	Podcast: Ayed, Nahlah. "What does it meme? Why we're (especially) drawn to cuteness right now." <i>Ideas</i> . CBC. Nov. 23, 2020. https://www.cbc.ca/radio/ideas/what-does-it-meme-why-we-re-especially-drawn-to-cuteness-right-now-1.5812419

Deadline extended to March 2

I switched the order of these topics

Deadline extended to March 23

Course Evaluation

Component	Due date	Percent of grade assigned
Pop quizzes	Weekly between January 19-April 13 (11 quizzes: best 7 will count)	21%
In-class activities	Weekly between January 19-April 13 (11 classes: best 7 will count)	14%
Annotated bibliography	February 9 at 5:00 pm	10%
Essay proposal	February 23 at 5:00 pm ← Deadline extended to March 2	10%
Essay	March 16 at 5:00 pm ← Deadline extended to March 23	25%
In-class test	March 30 at 6:00 pm	20%
Bonus marks	Complete syllabus quiz in cuLearn by Jan. 26 (1 mark) Optional year-end reflection paper, see below. (Up to 3 marks)	
Total		100%

Pop Quizzes

21%

Eleven Pop Quizzes based on the week's pre-recorded lecture and readings/documentary, between **January 19-April 13** (excluding March 30).

- There will be quiz each week starting January 19
- These will be brief quizzes consisting of multiple choice and/or true or false questions
- Your *highest 7 grades* (out of the 11 quizzes) will be used
- Weekly quizzes will open in cuLearn **each Sunday by 8:00 am prior to the class**, and will close on **Tuesday at 5:55 pm, just before our live class discussion** begins at 6:00 pm
- The goal of the quizzes is to help you stay on top of the work and to prepare you for our weekly discussion – that's why you need to complete them *before* class begins.

In-class activities

14%

During 11 classes (each class excluding January 12 and March 30) there will be in-class activities that require your participation. These may take the form of group discussions, polls, brief reflections, and/or quiz questions based on ideas we are discussing that week.

- Your *highest 7 grades* (out of the 11 class activities) will be used.
- These activities require you to attend the live class discussion beginning **Tuesdays at 6:00 pm** (until 7:30pm). Class discussions will be held over Zoom: <https://carleton-ca.zoom.us/j/96292126507>.
- In-class activities will count for grades each week starting January 19 (excluding March 30, test date), as follows:
 - A mark out of 0.5 for attendance (attendance will be taken each week at the beginning and at the end of class);
 - A mark out 1.5 for participation (this may take the form of in-class polls, quizzes, discussions, and/or group work).

Essay: Reading Pop Culture

45%

For this assignment, you will research and analyze a cultural product (film, TV show, comic book, video game, youtube channel) of your choosing. More details on the expectations, including a list of possible topics will be provided in class and posted to cuLearn (under the Course Resources heading).

The essay has several components: the annotated bibliography, the proposal and the essay itself. Together, these comprise **45%** of your grade, as follows:

- (10%) **Annotated Bibliography:** due February 9 (*upload to cuLearn by 5:00 pm*)
 - Identify 3 academic sources for your paper, describe their relevance to your chosen topic and cite them in MLA format. Details about this assignment and a template will be provided on cuLearn.
- (10%) **Proposal:** due February 23 (*upload to cuLearn by 5:00 pm*)
 - Write a proposal for your final paper. Details about this assignment and a template will be provided on cuLearn.
- (25%) **Essay:** due March 16 (*upload to cuLearn by 5:00 pm*)
 - Write a 4-6 page analysis of an aspect of popular culture. A list of possible topics will be provided in class and on cuLearn.

In-Class Test

20%

The test will be held **March 30th** and will consist of some short answer questions and one essay question. This will be an open book test, held during our scheduled class time (March 30th starting at 6:00 pm). The test will be written in cuLearn. A review will be provided in class.

Bonus marks

There will be two opportunities to earn bonus marks in the course:

- 1) **Course Outline Quiz:** Earn 1 bonus mark for completing the syllabus quiz by January 26.
- 2) **Reflection paper:** Earn up to 3 bonus marks on your final grade for submitting a one-page reflection on the April 6th or April 13th course material. Details will be announced in class on the relevant weeks.

Missing or late work

Missing or late assignments: All assignments must be completed and handed in on due dates. If you require an extension for the bibliography, proposal, or essay, please complete this online form to request the extension: carleton.ca/esp/cied-1001a-request-an-extension/

I do not require documentation for your request; I know this is an unusual time. The extension is available if you need it, provided you request it *in advance of the deadline*.

Work (annotated bibliography, proposal and essay) submitted late (without requesting an extension), or work submitted after the deadline granted by an extension, will be penalized **2% per day**.

Missed Quizzes: Weekly quizzes will open in cuLearn each Sunday by 8:00 am and will close on Tuesday at 5:55 pm (just before class). If you miss a quiz, you will not be permitted to write it later. Quizzes are worth 21% of your grade, but only your top 7 (of 11) quizzes count – this allows you to miss up to 4 quizzes without penalty.

Missed In-Class Activities: During 11 classes (each class excluding January 12 and March 30) there will be in-class activities that require your participation. These activities are worth 14% of your grade, but only your top 7 (of 11) activities count – this allows you to miss up to 4 activities without penalty. Absences beyond that will not be excused unless you have exceptional circumstances. *Please contact me promptly if you have any questions about this or concerns about your circumstances and ability to attend each week:* susan.burhoe@carleton.ca.

Test: The test will be held **March 30th**, starting at 6:00 pm. The test will be written in cuLearn. You must contact me before or during this class time if you are unable to write due to exceptional circumstances and we will discuss the possibility of rescheduling: susan.burhoe@carleton.ca.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”

This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

The university’s policy on plagiarism and academic integrity can be found here:
<https://carleton.ca/registrar/academic-integrity/>

Grades

Course Requirements & Methods of Evaluation

In accordance with the Carleton University Undergraduate Calendar (carleton.ca/cuuc), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50- 52	F = Below 50

WDN = Withdrawn from the course (no grade assigned) DEF = Deferred exam
FND = (Failed, no Deferral) = Student could not pass the course even with 100% on final exam.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

As a result, grades you see in cuLearn are provisional. Final grades are those approved by the Dean and posted in Carleton Central after the course has ended.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: Please [email me](#) with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [University Guide](#) on Academic Accommodation.

Religious obligation: Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [University Guide](#) on Academic Accommodation.

Accommodation for Student Activities: Please write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at carleton.ca/equity/accommodation.