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Spring 2014
Office Hours:
Tues 11am-12:30pm
Tues 2:00-4:00pm
Thurs 11am-12:30pm

J465 Mass Communication and Popular Culture
Tues 4–6:45pm (#18325) • Manzanita Hall 361

Study of the social, political and economic influences that shape popular culture and its effects on audiences. Examines media's role as storytellers, the culture of media violence, and the commercialization of society. Students will apply critical thinking, research and writing skills to analyze media policies and practices and develop strategies that empower consumers in the media marketplace.

1/21 What is Popular Culture?
1/28 “Reading” Pop Culture: Media Literacy and Message Meanings
2/4 Images and Ideology: Hegemony and the Cultural Consciousness
2/11 Media as Cultural Storytellers: Sex, Drugs, and Body Image
2/18 The Culture of Media Violence
2/25 The Tipping Point: “Pop” Goes the Culture
3/4 Pop Culture and Entertainment Education
3/11 Consumer Culture and Mediated Desire: Commodity Fetishism
3/18 Media Power and the Production of Culture: Cultural Imperialism
3/25 The Virtual Playground: Shopping, Socializing and Sexting
4/1 What Digital Footprints Tell about Us: Beyond Likes, Pins & Posts
4/8 Spring Break • NO CLASS
4/15 Tipping Point Analysis: Session I
4/22 Tipping Point Analysis: Session II
4/29 Digital Media Culture and Social Change: Empowering Citizens
5/6 Future of Popular Culture in the Emergent Global Digital Environment

~ Schedule subject to change ~
Mass Communication and Popular Culture • Spring 2014

COURSE GRADE

Student evaluations are based on exams, media research and analysis projects, in-class media activities and class discussion designed to help deconstruct pop culture products and practices in the emergent digital media culture. The final course grade is based on the plus-minus grading system.

60% Analyzing Popular Culture
   40% Tipping Point Analysis
      Topic Proposal 2/18
      Briefing Session & Media Packet 4/15–4/22
   20% Pop Culture Time Capsule 3/4

30% Exams
   20% Mid-Term 3/25
   10% Final Exam 5/13 (5:30–7:30pm)

10% Professionalism, Participation & Media Discussion Activities

Due Date*

* NO Make-up Exams or Late Assignments

GUIDELINES for STUDENT PROFESSIONALISM

Student professionalism is a significant part of your course grade. You are expected to demonstrate professional standards of conduct in terms of class participation, attendance and etiquette (see below).

CLASS PARTICIPATION and DISCUSSION

Students are expected to be prepared to discuss weekly topics thoughtfully and respect the opinions of others. In order to share your observations and comments, complete assigned readings and video viewings prior to class. Students who do not demonstrate that they have completed the readings will receive a failing grade for their class participation.

CLASS ATTENDANCE and ETIQUETTE

Learning success is linked to class attendance and etiquette. Since class lectures comprise the core material of the course, a lower grade will result from missing, being late or leaving early for 3 or more classes OR disrupting class with cell phones or other electronic devices. In consideration of your peers and the professor, please turn off all technology before class begins. Computer use for note taking is upon request and approval from the professor. If you are absent, it is your responsibility to contact another student in the class—not the professor—to find out what you missed and any schedule changes.

CULTURAL DIVERSITY

Students are strongly encouraged to broaden their experiences, with the instructor’s help, by including in their work people and subjects such as ethnic, racial and religious minorities; the elderly, disabled and poor; gay men and lesbians, and other similar groups. The intent is to insure that student work reflects the diversity of the community.
**Pop Culture Time Capsule**

What pop culture artifact would you choose to place in a time capsule to be opened 50 years from now? What would it tell about American consumers and culture in the early 21st century?

Time Capsules are vehicles for preserving artifacts, objects, events, and documents of contemporary culture for future generations to gain an understanding of their history and roots – what people, places and things were like at a certain point in time.

The class has been assigned the task of creating a Pop Culture Time Capsule. Each student is responsible for selecting one pop culture item from the media environment to place in the capsule and explain its significance and influence in contemporary society. The contents of the Time Capsule will be opened in 50 years – in the year 2064.

**Guidelines for Analyzing Pop Culture in a Time Capsule**

Select one image, icon, artifact, trend or social behavior that is an intrinsic part of the media culture and uniquely represents your pop culture experience. What function does it serve in society? What meaning does it have for different social groups? What impact does it have on people’s actions and appearance? What does it tell us about how people live, learn, work, play and communicate? Explain why you chose this particular item and analyze its representation, production, and consumption in American society by applying the Media Literacy Core Concepts.

**Pop Culture Analysis:**

Who are responsible for the creation, production, and distribution of the pop culture item? What techniques are used to produce and disseminate this item? What do the embedded values, points of view, and lifestyles the item represents tell about the culture? What is its function and purpose in the culture? How might different people interpret or understand what it communicates? What influence does it have on people's attitudes, values, beliefs, behaviors, and the democratic process? Do you think this artifact will still exist in the culture 50 years from now? Why or why not? How do you think people might react to it in 2064? Reflect on the significance of its role in the consumer culture and impact on the quality of American life in the early 21st century.

**Paper format:** You may write a traditional paper or frame your analysis as a letter to future generations. Attach a photograph or screenshot of your pop culture artifact or depiction in an advertisement.

**Length:** 2-3 pages

**Due Date:** Check syllabus

**Resources:**

- [Westinghouse Time Capsule](http://en.wikipedia.org/wiki/Westinghouse_Time_Capsules)
- [http://www.youtube.com/watch?v=L3Cke2wm6T8](http://www.youtube.com/watch?v=L3Cke2wm6T8)
A group learning experience to help students analyze pop culture products and practices and further their knowledge and understanding about mass media’s impact on society —

Guidelines for Applying the Tipping Point to Analyze Popular Culture

Research how an icon, idea, trend, catchphrase or product emerged as popular culture in the mass media environment. Find out who, what, when, where, why and how it tipped by analyzing the stickiness factor and identifying the mavens, connectors, and salespeople. More detailed instructions are on the course website.

Topic selection & proposal. Each group selects a pop culture topic (see suggestions below). Complete the one-page Proposal Form and submit for approval. Proposals must be typed. Groups consist of 4–5 members who determine how to share the responsibility for the project.

Analysis. The analysis includes a media packet and class presentation that explain, document and illustrate the tipping point process of the pop culture artifact you chose to analyze. This requires library research using current periodicals, scholarly journals, books, newspapers, magazines, and other relevant sources.

Media Activity & Briefing Session. Each group creates a media activity/presentation that reflects what you learned about the tipping point and popular culture. Groups are allotted a total of 20 minutes to present followed by a Briefing Session in which they answer questions and facilitate a discussion.

Media Packet. The Media Packet provides the research background for analyzing the pop culture topic you chose and creating the media activity. It includes the following components:

Abstract. A brief descriptive summary that explains the specific tipping point factors and relationships, and provides a context for understanding the relevant historical, social, economic, and political dynamics.

Fact Sheet/Infographic & Timeline. Develop a fact sheet that summarizes key background information about the pop culture topic and a timeline of key events and major milestones that affected its tipping point. Include specific citations with title, author, date, page or exact URL.

Annotated Bibliography. Prepare an annotated bibliography of a references and resources used to research, analyze, and create the presentation. Annotations should describe and evaluate the relevance, accuracy and quality of the sources. Include a minimum of 10 sources, 5 of which are primary sources and not listed in the assigned readings. DO NOT simply copy and paste summaries. Paraphrase and use proper attributions to avoid plagiarism (see plagiarism guidelines). Use APA/MLA style. Annotated Bibliography Guidelines: http://www.library.cornell.edu/olinuris/ref/research/skill28.htm

Talk Back Letter. Write a complimentary or critical business letter expressing your opinion about the impact your pop culture artifact has had on society. Guidelines are described on a separate handout.

Tipping Point Evaluation Form. This form is used to grade your research, analysis and presentation. Use it as a guide to develop your project.

Collaboration Agreement. Group members decide how to divide up the work. Stipulate specific project tasks each member is required to complete in a collaboration agreement signed by each student. Note special circumstances that prevented a student from fully completing his/her group responsibility. Project grade is based on group and individual performance.

Peer & Self-Assessment. Submit a confidential assessment of individual contributions for each group member, including your own: (1) assign a percentage to each member’s contribution (group total=100%), and (2) briefly comment on the quality of each member’s participation in the group. If a situation arose that affected a member’s fulfillment of his/her responsibility, explain what happened and how it was resolved.

Suggested Topics: social media, YouTube celebrities, webzine, twitter, Internet dating, body piercing, tattoos, hairstyles, dreadlocks, karaoke, twerking, awareness bracelets, designer coffee, fitness, thin or muscular body image, plastic surgery, reality TV, Super Bowl ads, graphic novel, eco-friendly products, lingo such as “selfie,” “metrosexual,” “bling,” “whatever!” “whassup!”
Talk back about the role pop culture plays in society: the good, the bad, and the ugly.

Write a letter that is either complimentary or critical of the pop culture icon, product, trend or social behavior you studied for the *Tipping Point Analysis*. Tell people who profit from popular culture and establish policies and practices what you think about its potential influence on the culture and society.

Consider the positive benefits and/or negative consequences: Does it promote or deter cultural and gender stereotypes? Does it encourage or discourage bullying, racial profiling or misogyny? Does it normalize violence toward women? Does it reinforce or prevent risky lifestyles such as drinking, smoking or unsafe sex? Does it cultivate gambling and other addictive behaviors? Does it undermine efforts to curb obesity or foster healthy food choices? Does it standardize the thin ideal or muscular body type? Does it heighten the appeal of extreme workouts and disordered eating? Is the violence gratuitous or the language offensive? Does it victimize a particular social group? Does it exploit children’s vulnerabilities or target teens’ insecurities? Does it send a message that appearance guarantees happiness or materialism brings happiness? Does it isolate people from one another?

The most effective way to voice your opinion is to use your economic power to demonstrate your approval or disapproval in the consumer culture. If you like it, compliment the company and let them know you are an enthusiastic consumer of the product or service. If you don’t like it, criticize their cultural taste and let them know you refuse to use and purchase the product or support the social practice. That means don’t watch a particular TV show, rent or go to a movie, read or subscribe to a magazine or blog, listen to a radio station, certain DJ or recording artist, purchase a CD or DVD, play a video game, stream a program or download an app. When you send this message to the advertiser, manufacturer, corporation, retailer, media outlet or celebrity endorser, make sure to let them know why you do or don’t support their product. *Tell them what you like and don’t like, why you feel this way, and what you plan to do about it.*

Think about what you want to say based on the concepts you have learned and to whom you should send a copy of your letter — people in power in the media, advocacy groups, business and professional organizations, government agencies and public officials, as well as high-profile celebrities. Consider everyone you think should know about your concern. Be clear and concise and address the letter to a specific person. You are a consumer with purchase power. Use your economic clout!

Letters are judged on the relevance of the ideas and information, clarity and organization of comments, list of key players to receive a copy, and professionalism of your letter, including format, typos and grammar. Letters must conform to standard business letter format and style. Guidelines for writing the letter are outlined on the course website @ www.BeMediaLiterate.com/talk-back-letter.html Additional resources for writing business letters are on the course website @ http://www.BeMediaLiterate.com/writing-toolbox.html

*DUE: same day as your Tipping Point Analysis and Media Packet*

*Check Course Schedule in the syllabus*

*NO LATE LETTERS ACCEPTED*
REQUIRED READING, VIEWING, LISTENING & SURFING

Course Readings

~ Purchase the book from a bookseller of your choice or borrow it from a library ~

Online Resources.
Weekly readings are accessed from online sources that include scholarly journals, research reports, news stories, magazine articles, editorials, commentary, reviews, advertisements, cartoons, surveys, public opinion polls, video clips, blogs, social media, fact sheets, infographics, and other resources.

Video Viewings.
Multimedia are an integral component of the course. Video clips available online are part of weekly assignments to be viewed prior to class. Other viewings are scheduled during class.

Additional Readings and Videos.
Students are required to use pop culture and keep informed of current media issues, policies and practices via newspapers, magazines, TV, radio, the Internet, and other relevant sources. If you find an article or video of particular interest to share with the class, please let me know. Additional readings and videos will be assigned during the semester. Check course website www.BeMediaLiterate.com for updates.

Suggested Resources
For media facts, analysis, topical discussions and commentary, and a writing toolbox, check out the Resources link on the course website.

Instructions for Accessing Online Sources
To access Web pages listed in Readings & Resources:
Point your mouse over the URL and click to view the site.
If a link is not working, use your Internet skills to search for a workable link for the article.
Please report any broken links to the professor: b_eisenstock@yahoo.com

Adobe Reader is required for many readings. Download the latest version free @ www.adobe.com
GUIDELINES
Readings and viewings listed in this section correspond to the weekly topics on the syllabus. Complete the readings/viewings prior to class. Be prepared to discuss topics and issues.
For readings/videos with an asterisk *, focus on the highlights.
Plus sign + indicates it is supplemental and not required and provides more in-depth background and a resource for your research project.
~ Schedule subject to change ~

1/21 What is Pop Culture?
Browse Suggested Websites & Resources
http://www.bemedialiterate.com/online-resources.html

1/28 “Reading” Pop Culture: Message Meanings and Media Literacy

*Media Literacy for Content Consumers and Content Creators*
http://www.BeMediaLiterate.com/core-concepts.html

What Is Media Literacy? How to Be a Critical Viewer
Watch: http://www.youtube.com/watch?v=yzeVjAM-drg (6:46)
Watch: http://www.youtube.com/watch?v=ogaw7xTWTE0 (5:10)

* Media Literacy: Key Facts
kaiserfamilyfoundation.files.wordpress.com/2013/01/key-facts-media-literacy.pdf

* Digital and Media Literacy: A Plan of Action

* The Language of Media Literacy: A Glossary of Terms
http://www.medialit.org/reading-room/language-media-literacy-glossary-terms

* Reality Bites Back
Fun with Media Literacy
http://www.realitybitesbackbook.com/fun-with-media-literacy/
Reality Rehab with Dr. Jenn (2:32)
Watch: http://www.youtube.com/watch?v=kAfGEvxHtw&feature=results_main&playnext=1&list=PL5F5FA449CE270CD7

* Images, Icons, and Celebrity Culture
Swoosh! The Perfect Icon for a Postliterate World, Utne Reader, Sept/Oct 1998
http://www.utne.com/media/nike-swoosh-advertising-marketing-icons-symbols.aspx

* Are Americans Too Focused on Celebrities? CQ Researcher, March 18, 2005
http://www.sagepub.com/upm-data/31937_1.pdf

Alison Jackson: An Unusual Glimpse at Celebrity (17:40)
Watch: http://www.ted.com/talks/alison_jackson_looks_at_celebrity.html

America’s Favorite Movie Star. The Harris Poll #3, January 10, 2014
http://www.harrisinteractive.com/NewsRoom/HarrisPolls/tabid/447/mid/1508/articleId/1362/ctl/ReadCustom%20Default/Default.aspx
Images and Ideology: Hegemony and the Cultural Consciousness

Understanding the Production of Culture
Reflection Hypothesis and Symbolic Annihilation
http://www.bemedialiterate.com/reflection-hypothesis.html

The Creeping Cycle of Desensitization
Key Concepts and Propositions http://www.bemedialiterate.com/ccd.html

Hegemony Definition
http://130.18.140.19/mmsoc/hegemony.html

+ Gramsci and Hegemony
http://www.aber.ac.uk/media/Documents/ Marxism/marxism10.html


http://www.nytimes.com/2008/05/01/news/01iht-30oxan.12491269.html?_r=0

Media Ownership and Consolidation
http://www.freepress.net/media-consolidation

* Johanna Blakely: Lessons from fashions free culture (15:36)
Watch: http://www.ted.com/talks/johanna_blakley_lessons_from_fashion_s_free_culture.html

Cultivating the Cultural Consciousness
Cultivation Analysis: Audience Research
http://www.bemedialiterate.com/cultivation-analysis.html

* Cultivation Theory: Background
http://www.aber.ac.uk/media/Documents/short/cultiv.html


* Popular Culture and Media Use: Statistics
Become familiar with pop culture preferences and media use of children, teens and adults.


Zero to Eight: Children’s Media Use in America, 2013
Infographic: http://www.commonsensemedia.org/zero-to-eight-2013-infographic

Generation M2: Media in the Lives of 8-to-18 Year-Olds, 2010

Social Media Update 2013
http://www.pewinternet.org/Reports/2013/Social-Media-Update/Main-Findings.aspx
Media as Cultural Storytellers: Sex, Drugs, and Body Image

* Understanding Popular Culture and Media Influence on Youth
  Social Cognitive Theory of Mass Communication
  http://www.tandfonline/doi/pdf/10.1207/S1532785XMEP0303_03
  Watch: Bandura's Bobo Doll Experiment  http://www.youtube.com/watch?v=HHHdovKHvDNU

* Third Person Effect and Mass Media
  http://cscce.scu.edu/trends/v24/v24_2.pdf

Health Effects of Media on Children and Adolescents, Pediatrics, 2010
  http://pediatrics.aappublications.org.libproxy.csun.edu/content/125/4/756.full.pdf
  + Images Kids See on the Screen, AAP Testimony, June 22, 2007

* Culture Industry Ideology & Re-presentation: Race, Class, Gender, and Sexual Identity
  Where We Are on TV, GLAAD 2013  http://www.glaad.org/publications/whereweareontv12
  + 2013 GLAAD Studio Responsibility Index  http://www.glaad.org/sri3
  + The Virtual Census: Representations of Gender, Race and Age in Video Games
    http://dmitriwilliams.com/VirtualCensusFinal.pdf

The Bechdel Rule: Defining Pop-Culture Character
Listen: http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=94202522&m=94210675
* Bechdel Test Movie List  http://bechdeltest.com/
  Ten Films That Passed the Bechdel Test in 2013
  http://tribecafilm.com/features/10-films-that-passed-the-bechdel-test-2013

Colin Stokes: How movies teach manhood (12:55)
Watch:  ttp://www.ted.com/talks/colin_stokes_how_movies_teach_manhood.html

Media as Sex Educator: Pop Culture Lessons about Sex, Sexuality, and Hyper-Sexualization
  Sexuality, Contraception, and the Media, AAP Policy Statement, 2010
  http://pediatrics.aappublications.org/content/126/3/576.full

Report of APA Task Force on the Sexualization of Girls: Executive Summary

* Sex on TV 4: Executive Summary
  http://kff.org/entmedia/upload/Sex-on-TV-4-Executive-Summary.pdf


* The Lolita Effect: Sexy Girls in the Media

* New Study Finds ‘16 and Pregnant,’ ‘Teen Mom’ Contributed to Record Decline in US. Teen Births
  http://www.sciencedaily.com/releases/2014/01/140113095145.htm

  http://pediatrics.aappublications.org/content/122/5/1047.full.pdf+html

* Watching Sex on Television Predicts Adolescent Initiation of Sexual Behavior, Pediatrics, 2004
  http://pediatrics.aappublications.org/content/114/3/e280.full.pdf

* Video Game Characters and the Socialization of Gender Roles, Sex Roles, 2007
  http://www.nouspace.net/dene/475/videogames.pdf


Continued...
Media as Cultural Storytellers: Sex, Drugs, and Body Image

**Substance Use in Popular Movies, Music and the Internet**

  http://pediatrics.aappublications.org/content/124/5/1488.full.pdf

* Children, Adolescents, Substance Abuse and the Media, AAP Policy Statement, 2010
  http://pediatrics.aappublications.org/content/126/4/791.full.pdf

* Content Analysis of Tobacco, Alcohol and Other Drugs in Popular Music

**Under the Influence of... Music?**
http://well.blogs.nytimes.com/2008/02/05/under-the-influence-ofmusic/?_php=true&_type=blogs&_r=0

**Campaign for Tobacco-Free Kids: Smoking and Kids**

**Scene Smoking (Watch intro before entering site)**
http://www.scenesmoking.org

**SmokeFree Movies**
http://www.smokefreemovies.ucsf.edu/

**Preventing Youth Smoking**
Listen: http://www.kqed.org/a/forum/R201203090930

* Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General 2012
  http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/factsheet.html

* Fact Sheet: focus on media, marketing and prevention campaigns
  http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/factsheet.html

**Plugged in 24/7: Alcohol Advertising and Youth in the Digital Age**
http://www.camy.org/research/Summary_Brochures/CAMY_DigitalMedia2.pdf

**Alcohol Advertising and Youth**
http://www.camy.org/factsheets/sheets/alcohol_advertising_and_youth.html

* Youth Exposure to Alcohol Advertising on Television, 2001–2009
  http://www.camy.org/research/Youth_Exposure_to_Alcohol_Ads_on_TV_Growing_Faster_Than_Adults/_includes/TVReport01-09_Revised_7-12.pdf

  **Full report:** http://www.camy.org/research/Youth_Exposure_to_Alcohol_Ads_on_TV_Growing_Faster_Than_Adults/_includes/TVReport01-09_Revised_7-12.pdf

*+Assessment of Young People’s Exposure to Alcohol Marketing n Audiovisual and Online Media*

**Pop Culture and Picture-Perfect Body Image: Thin Ideals and Muscular Body Standards**

* Children, Adolescents and Obesity and the Media, AAP Policy Statement, 2011
  http://pediatrics.aappublications.org/content/128/1/201.full.pdf

* Does Barbie Make Girls Want to Be Thin?*

**Sharp Rise in Disordered Eating in Fiji Follows Arrival of Western TV**
http://archives.focus.hms.harvard.edu/1999/May28_1999/soc.html

* ** Entire Study: Television, Disordered Eating and Young Women in Fiji**
  http://www.brown.uk.com/eatingdisorders/becker.pdf

**Second-hand Television Exposure Linked to Eating Disorders**

* ** Entire Study: Social Network Media Exposure and Adolescent Eating Pathology in Fiji**
  http://bjp.rcpsych.org/content/198/1/43.full.pdf

**Poor Body Image in Girls Linked to Social Media Time, Alliance of Girls Schools, 2013**
http://www.agsa.org.au/page/Research/Whats_new_in_research/Poor_body_image_in_girls_linked_with_social_media_time

**Access full articles online at Oviatt Library:**

* NetTweens: The Internet and Body Image Concerns in Preteenage Girls, 2013
  **Abstract:** http://jea.sagepub.com/content/early/2013/09/05/0272431613501083.abstract

  **Abstract:** http://www.ncbi.nlm.nih.gov/pubmed/23712456
The Culture of Media Violence

**Violence in the Media** – Psychologists Study TV and Video Game Violence for Potential Harmful Effects

* Media Violence and the American Public: Scientific Fact vs. Media Misinformation

* Joint Statement on the Impact of Entertainment Violence on Children
http://www.aap.org/advocacy/releases/jstmtevc.htm

* Media and Violence: An Analysis of Current Research 2013

Can the FCC Ban Gore and Violence from TV? *Constitution Daily,* April 12, 2013
http://blog.constitutioncenter.org/2013/04/can-the-fcc-ban-gore-and-violence-from-tv/


http://pediatrics.aappublications.org/content/early/2013/11/06/peds.2013-1600

http://pediatrics.aappublications.org/content/124/5/1495.full

* Key Facts: TV Violence

* American Psychological Association Calls for Reduction of Violence Used by Kids
http://www.psychology.iastate.edu/faculty/caa/abstracts/2005-2009/05APA.pdf

* Childhood Exposure to Media Violence Predicts Young Adult Aggressive Behavior
http://www.apa.org/releases/media_violence.html

* Violent Video Games: Myths, Facts and Unanswered Questions

* Youth Violence: A Report of the Surgeon General

**Appendix 4-B: Violence in the Media and Its Effect on Youth Violence**

* Cyberbullying: What the Research Tells Us, PEW 2010
http://www.pewinternet.org/Presentations/2010/May/Cyberbullying-2010.aspx

**When Bullying Goes High Tech, February 2013**

**Tough Guise 1: Violence, Media & the Crisis of Masculinity**
Watch: http://www.youtube.com/watch?v=3exzMPT4nGI

**Tough Guise 2: Violence, Manhood & American Culture**
Watch: http://www.youtube.com/watch?v=-4WEusN0MkQ

**Hip Hop: Beyond Beats & Rhymes**
Watch: http://www.youtube.com/watch?v=pZhAa-y3M-k (2:05)

**The Mean World Syndrome: Media Violence & the Cultivation of Fear**
Watch: http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=143

**Media Ratings and Parental Advisories**

TV: http://www.tvguidelines.org

Film: http://www.mpaa.org/ratings

Video Games: http://www.esrb.org/ratings/ratings_guide.jsp

The Tipping Point: “Pop” Goes the Culture

The Tipping Point: How Little Things Can Make a Big Difference

Introduction
Chapter 1: The Three Rules of Epidemics
Chapter 2: The Law of the Few: Connectors, Mavens, and Salesmen
Chapter 3: The Stickiness Factor
* Chapter 4: The Power of Context (Part One)
* Chapter 5: The Power of Context (Part Two)

Pop Culture and the Entertainment Education Effect

Entertainment Education and Health in the United States

Centers for Disease Control and Prevention: Entertainment Education
http://www.cdc.gov/healthcommunication/ToolsTemplates/EntertainmentEd/

Hollywood & Health: Health Content in Entertainment Television
http://www.kff.org/entmedia/mh091608pkg.cfm
Click: Television as a Health Educator: A Case Study of Grey’s Anatomy
Click: How Healthy Is Prime Time? An Analysis of Health Content in Popular Prime Time TV Programs

* How Healthy Is Prime Time? (September 2008)

* Case Studies: Effectiveness of Entertainment Education
Motivating Television Viewers to Become Organ Donors (June 2007)
http://hollywoodhealthandsociety.org/sites/default/files/for-public-health-professionals/research-and-evaluation/cases_1_08.pdf

The Theory Heard ’Round the World, APA Online, Vol. 33, No. 9, October 2002
http://www.apa.org/monitor/oct02/theory.html


Prime Time to Learn, Susan Brink, Los Angeles Times, November 13, 2006
http://articles.latimes.com/2006/nov/13/health/he-mediasider13

TV Drama ‘Saved My Life,’ Christopher Gearon, Washington Post, January 9, 2007
www.washingtonpost.com/wp-dyn/content/article/2007/01/08/AR2007010801141.html

Getting into the Act, Christopher Gearon, Washington Post, January 9, 2007
www.washingtonpost.com/wp-dyn/content/article/2007/01/08/AR2007010801139.html

AIDS Drives Plots on TV, Steve Sternberg, USA Today, August 7, 2006

Mental Illness Sans Cliché, Susan Brink, Los Angeles Times, November 13, 2006

Consumer Culture and Mediated Desire: Commodity Fetishism

http://well.blogs.nytimes.com/2013/02/11/how-advertising-targets-our-children/?_php=true&_=true&type=blogs&_r=0

http://www.multinationalmonitor.org/mm2008/072008/chester.html

Recent Trends in Digital Food Marketing, 2011
http://www.iom.edu/~/media/Files/Activity%20Files/Nutrition/ObesityPrevProgress/Marketing%20Panel/Chester_digital%20marketing_Jan2011.pdf

* Children, Adolescents and Advertising, AAP Policy Statement, 2006
http://pediatrics.aappublications.org/content/118/6/2563.full.pdf

* It's Child's Play: Advergaming and the Online Marketing of Food to Children, July 2006
Kaiser Family Foundation Executive Summary: http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7537.pdf

Campaign for a Commercial-Free Childhood http://www.commercialfreechildhood.org

Infographic: Fast-Food TV Advertising Aimed at Kids 2013

Unhealthy Food Ads Dominate Spanish TV Shows for Kids 2013

* Generation X, Y and Z, and the Others
http://www.socialmarketing.org/newsletter/features/generation1.htm

* Harris Poll
$211 Billion and So Much to Buy – American Youths, the New Big Spenders

Apple Brands Dominate Youth Market

Youth Pulse 2010

Adcreep, Adrage, and Pop Culture Cults
Ad-Creep Creep Is Getting Creeperier
http://www.buzzfeed.com/copyranter/ad-creep-creep-is-getting-creeperier

Jesus is a Brand of Jeans
http://www.newint.org/features/2006/09/01/culture/

Driving Us Insane?
http://www.stayfreemagazine.org/archives/18/adcreep.html

Product Placement: Reese’s Pieces and ET
http://www.youtube.com/watch?v=AfAzUAxWELU

* Sold? Before You Buy – Product Place Can Be a Lot More Powerful Than We Realize
http://www.psychologytoday.com/blog/sold/201303/product-placement-can-be-lot-more-powerful-we-realize

*Commercial Break: Chevy’s Risky Experiment in Customer-Generated Content

* The Cult You’re In
http://wendtenglish201f09.wikispaces.com/file/view/The+Cult+You’re+In.pdf

Affluenza and Voluntary Simplicity

* Affluenza: Watch: http://topdocumentaryfilms.com/affluenza/

Graham Hill: Less stuff, more happiness (5:50)
Watch: http://www.ted.com/talks/graham_hill_less_stuff_more_happiness.html

* Overspent American: Why We Want What We Don’t Have
Watch: http://www.youtube.com/watch?v=_nk2_rk0FLw

### 3/18 Media Power and the Production of Culture: Globalization and Cultural Imperialism

- **Shereen El Feki: Pop Culture in the Arab World** *(5:06)*

- **Chimamanda Ngozi Adichie: The Danger of a Single Story** *(18:46)*

- Program on International Policy Attitudes (PIPA)
  - **Globalization:** Overview
  - **Americans and the World: Globalization**

  - [http://www.thehumanist.org/humanist/articles/essay3mayjune04.pdf](http://www.thehumanist.org/humanist/articles/essay3mayjune04.pdf)

### 3/25 The Virtual Mall: Shopping, Socializing, and Sexting

- **Social Media, Social Life: How Teens View Their Digital Lives 2012**

- * The Impact of Social Media on Children, Adolescents and Families, AAP Clinical Report, 2011*
  - [http://pediatrics.aappublications.org/content/127/4/800.full.pdf](http://pediatrics.aappublications.org/content/127/4/800.full.pdf)

- **Sherry Turkle: Connected, but alone? (19:48)**

- **The Good, the Bad and the URL**

- **Tweets Prove We've Always Been Dumb**
  - [http://www.washingtonpost.com/lifestyle/style/tweets-prove-weve-always-been-dumb/2012/04/26/gIQAIaFmjT_print.html](http://www.washingtonpost.com/lifestyle/style/tweets-prove-weve-always-been-dumb/2012/04/26/gIQAIaFmjT_print.html)

- **Deducing the Timeless Popularity of Sherlock Holmes – CBS Morning News**

- **Pew Internet & American Life Project**
  - [http://www.pewinternet.org/TeensAndSexting_2007](http://www.pewinternet.org/TeensAndSexting_2007)

- **Social Media Update 2013**

- **The Internet Typology Test**

- **Infographic: Dating Digitally**

- Berkman Center for Internet & Society at Harvard University
  - [http://cyber.law.harvard.edu](http://cyber.law.harvard.edu)
### 4/1 What Digital Footprints Tell about Us: Beyond Likes, Pins & Posts

**Digital Dossier**
*Watch:* [http://www.youtube.com/watch?v=79IYZVYIVLA](http://www.youtube.com/watch?v=79IYZVYIVLA)

**Facebook in Reality**
*Watch:* [http://www.youtube.com/watch?v=eG-sTKtWXuA](http://www.youtube.com/watch?v=eG-sTKtWXuA)

**Private Traits and Attributes are Predictable from Digital Records of Human Behavior**
[http://www.pnas.org/content/110/15/5802.full.pdf+html?sid=e05431f1-bc3d-4ab8-a4cf-4ab79e5d750c](http://www.pnas.org/content/110/15/5802.full.pdf+html?sid=e05431f1-bc3d-4ab8-a4cf-4ab79e5d750c)

**You Are What You Post**

### 4/15–4/22 THE TIPPING POINT ANALYSIS: Media Activity and Briefing Session

### 4/29 Digital Media Culture and Social Change: Empowering Citizens

**How Ideas and Innovations Spreads**

*How the Revolution Became Digitized – CBS Morning New*
*Watch:* [http://www.youtube.com/watch?v=u9VmMWH5ngM](http://www.youtube.com/watch?v=u9VmMWH5ngM)

**Thomas Suarez: A 12-Year-Old App Developer**
*Watch:* [http://www.youtube.com/watch?v=Fkd9TWUtFm0](http://www.youtube.com/watch?v=Fkd9TWUtFm0)

**Why Ideas and Products Become Contagious: The Jonah Berger Formula**

**Diffusion of Innovations Theory**


**www.Ted.com/talks ~ The global platform for “ideas worth spreading”**

**www.Kickstarter.com ~ The world crowdfunding platform**

*The Trivialities and Transcendence of Kickstarter*

**www.Change.org ~ The world platform for change**

*Change.org Petition Example: Victory! ~ Seventeen Magazines: Give Girls Images of Real Girls!*

*Seventeen Magazine Takes No-Photoshop Pledge After 8th-Grader's Campaign*

**Federal Communications Commission (FCC)**
[ftc.gov](http://ftc.gov)

**Federal Trade Commission (FTC)**
[ftc.gov](http://ftc.gov)

**Beginner’s Guide**
[http://www.freepress.net/resources/beginners_guide](http://www.freepress.net/resources/beginners_guide)

### 5/6 The Future of Pop Culture in the Emergent Digital Media Environment
Students are evaluated on their written and oral performance in the class. Each student is responsible for obtaining required course materials and completing his/her own assignments. Students unable to submit assignments due to illness or emergency should notify the professor before the due date and make alternative arrangements. It is the instructor’s prerogative not to accept late assignments. Students should keep a copy of all their written work until the end of the semester.

Any student in this course who has a disability that may prevent him/her from demonstrating his/her abilities should contact me personally to discuss accommodations necessary to ensure full participation.

**WRITTEN ASSIGNMENTS.** Written work is judged on the clarity, comprehensiveness and organization of comments, apparent understanding of the subject, relevance of ideas and information, and selection and range of research sources. Make sure to avoid plagiarism and conform to usual standards of form and style. Students who need assistance with their writing can contact the Writing Lab at the Learning Resource Center in BH 408.

**Checklist:**
- **CITE SOURCES.** Make sure all assignments include proper source attributions and citations.
- **TYPE AND DOUBLE-SPACE (12-point font), unless otherwise indicated on the assignment.**
- **PROOFREAD.** Work will be graded down for misspellings, typos, grammar, and other writing errors.
- **DEADLINES.** Late work will automatically receive a lower grade or NOT be accepted.
- **E-MAIL.** Use e-mail to ask a brief question or report an absence. DO NOT e-mail assignments.

**CLASS PRESENTATIONS.** Projects presented to the class are evaluated on the facilitation of the activity, demonstrated knowledge of the subject area, apparent understanding of key concepts, and application of relevant analytical frameworks. Use the project evaluation form as a guide to develop your presentation.

**A Note on Fair Use and Copyright:** Using digitized images, video clips, music lyrics, and other creative work can enhance your presentation but may violate copyright law. Make sure to comply with copyright law and fair use guidelines for educational purposes (see resource below).

**A Note on Powerpoint Presentations:** Powerpoint can be an effective tool to facilitate your delivery. DO NOT simply read slides as your presentation. Slides should contain information or graphics to focus or supplement a presentation. Make sure to cite relevant source material on slides.

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**Recommended Online Resources**

- **INFORMATION COMPETENCE VOCABULARY**
  [http://library.csun.edu/ResearchAssistance/Vocabulary](http://library.csun.edu/ResearchAssistance/Vocabulary)
- **WEB LITERACY**
  [http://novemberlearning.com/resources/information-literacy-resources](http://novemberlearning.com/resources/information-literacy-resources)
- **EVALUATING WEB SITES: Techniques to Apply and Questions to Ask**
  [http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html](http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html)
  Click: Handouts. Click: Evaluation of Web Pages Worksheets (PDFs): Generalized Version
- **PLAGIARISM 101: RECOGNIZING and AVOIDING PLAGIARISM**
  [http://www.plagiarism.org](http://www.plagiarism.org)
- **NOTETAKING, LISTENING, PARTICIPATION**
- **WRITING RESEARCH PAPERS, ANNOTATED BIBLIOGRAPHIES & BUSINESS LETTERS**
  [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/)
  Click: Non-Purdue Instructors and Students
- **COPYRIGHT CRASH COURSE**
  [http://copyright.lib.utexas.edu/copypol2.html](http://copyright.lib.utexas.edu/copypol2.html)
- **COPYRIGHT & FAIR USE**
- **TECHNIQUES FOR ACTIVE LISTENING**
  [http://www.mediaed.org/Handouts/ActiveListening.pdf](http://www.mediaed.org/Handouts/ActiveListening.pdf)
**Overall Learning Goal:** Students will become digital and media literate consumers and creators of popular culture with the ability to think critically about the role it plays in their personal lives, American society, and the global world in which they live.

Specifically, students will:

- develop digital and media literacy skills and strategies to analyze and evaluate the representation, production and consumption of pop culture images, icons, artifacts, trends, and social behaviors.
- apply media theories and critical perspectives to analyze the function and effects of popular culture in order to better understand the world in which we live, learn, work, play and communicate.
- examine the social, political, and economic influences that shape American popular culture and ways it is used for activism in a participatory digital democracy.
- assess personal popular culture taste and reflect on its influence in shaping cultural and social identity.

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**Journalism Department Program Learning Outcomes**

**Journalism Mission:**
The Department of Journalism strives to prepare its students to become well-educated, principled citizens who are capable of initiating careers as skilled journalists, public relations practitioners and other related communication professionals.

**Program Learning Outcomes:**

- Students will be able to report and write for diverse publics, using proper grammar and punctuation, word usage and spelling, sentence and storytelling structures across multiple journalistic formats.
- Students will be able to gather and analyze information, including basic numerical concepts, using reporting techniques, such as interviewing, observation, and researching primary and secondary sources.
- Students will be able to think critically, creatively and independently.
- Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Students will apply tools and technologies appropriate for the news media professions in which they work to communicate for and with diverse publics.
- Students will be able to understand and apply the historical, theoretical, legal and societal contexts for producing and consuming news media for consumers, for local to global publics.
GUIDELINES for PREVENTING PLAGIARISM [adapted from www.turnitin.com]

DON’T turn in someone else’s work as your own
DON’T copy words or ideas from someone else without giving credit
DON’T fail to put a quotation in quotation marks
DON’T give incorrect information about the source of a quotation
DON’T change words but copy the sentence structure of a source without giving credit
DON’T copy so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

CSUN PLAGIARISM POLICY

The Journalism Department is committed to the highest standards of academic excellence and integrity. Plagiarism and other forms of cheating are not tolerated. Make sure to properly cite and reference facts, ideas, quotes or other source materials. Remember that even a phrase, sentence or paragraph must be appropriately attributed to its source. This includes information posted on the Internet that is protected by U.S. copyright laws – passing it off as your own is a violation of CSUN’s plagiarism policy. Students who plagiarize or cheat will receive an “F” on the assignment and/or for the course grade. Students may also be reported to the Dean of Students for possible further disciplinary action. For an explanation of behavior defined as cheating and a detailed description of disciplinary procedures, consult the CSUN catalog.

READ THE PLAGIARISM POLICY CAREFULLY. FOLLOW THE STEPS BELOW TO INDICATE THAT YOU HAVE READ AND UNDERSTAND THE POLICY:

(1) Print out this page.
(2) Sign and date this form. Include your class and time.
(3) Hand in this form (entire page) by the third class meeting.

NAME _______________________________ class J____day/time _______
(print your name)

I, ____________________________________________,
(your signature)

have read and understand the CSUN Plagiarism Policy.

Date ___________________