Course: In this course, we will examine the relationship between youth politics, popular culture and mainstream politics. In order to do this, we will examine discourses of power. We will explore different popular culture mediums that inform political views. A major component of the seminar examines the political economy of media and its power and influence. We will examine different genres of popular culture: music, TV, film, and young adult literature. Young Adult Literature is a rich genre of work and many books are political. Some of the questions we will address in this seminar: Why study the connections between politics and popular culture? How does the government brand its message? How does pop culture disseminate values? How does pop culture influence our understanding of gender or racial norms? How does celebrity culture influence the economy? How does this influence youth?

Required Texts:


Additional readings are in our CoursSpaces site. Below are Buffy, Arwen and my Gryffindor Girls!
Student Evaluation:

*Student Led Seminar:* Groups of one-two students will lead discussion on a particular reading from Week 3 onward. This is meant not to summarize the reading, but instead offer points for further discussion. Students should be prepared to speak for 15-20 minutes. Please feel free to use multimedia, but ensure that you have the proper HDMI connector or VGA to HDMI connector.

*Research Paper:* Media, Politics, and the MCU and DCU. Your paper will examine issues in the plots and with the characters in the Marvel Cinematic Universe (this can include the comic books) and the DCU. The driving force behind this research paper option is to engage characters, storyline or more in series, movie, book or comic book. For instance, you could examine race and technology in Wakanda and how revolutionary Wakanda is/was in the series. Wakanda was first born circa the late 60s, but only became commonplace via new MCU development—why? And, broadly speaking how do these universes affect Youth and Youth politics?

Part of the paper project is submitting a paper proposal. The proposal can be a 2-3 page topic sentence outline or 3 page start to your paper. I am looking for a solid thesis statement and some of your research expectations. The proposal is meant to encourage you to begin your research. See me to approve your topic. For your assignments, use a Word, TNR 12 for your paper and double-space it with 1” margins throughout. This assignment shall also need to be grounded theoretically. Please use a minimum of 4 course sources with your assessment—this should constitute half of your sources.

The 12 page paper is due to CourseSpaces by 4pm on the following dates. Rolling due dates. First due date is April 3rd at 3pm. Second due date is April 6th at 3pm. There is no point penalty here for the second due date, but you’ll receive fewer comments. The rolling due date is to give you extra time, as you are juggling multiple due dates between my awesome class and your other classes. After the second due date, I will not accept any papers.

*Participation/Attendance:* Success in seminar requires your attendance and participation. You will not earn points for this portion of the course unless you attend 75% of the seminar meetings, which is crucial since seminar meets once per week. This means you can miss 9 hours or three classes. For those of you who extended your vacations or added late—the 9 hours counts in order to be fair to all. You’re making a commitment to your education and to your peers in seminar. You also need to demonstrate that you are engaging the readings and not phoning it in during seminar. The quality of your participation is assessed.

**Course Breakdown:**

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<th>Component</th>
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<tr>
<td>Student Led Seminar</td>
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<td>Participation/Attendance</td>
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<td>Paper Proposal</td>
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<td>Paper</td>
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Schedule: Jan 6-Apr 3

Week 1: Jan 9th  What is Youth Culture? What is Pop Culture? How do we study it?
Pop culture? Has pop culture influenced your view politics & people? How does Pop Culture affect youth?
“Pop Circumstance: Why Pop Culture Matters” Andi Zeisler, RR
Media 101—Ch 1-2

Week 2: Jan 16th Pop Culture as Propaganda or a Tool for Power and Learning?
How is pop culture used? How can we trust the news?
Media 101 Ch 4, 29
NGP Ch Preface – 2
Shout Your Abortion read the first half of the excerpts
Dr. Aaron Devore, interview “What is Transgenderism”
https://www.youtube.com/watch?v=ba0VVOeyA_E&feature=youtu.be

Week 3: Jan 23rd Media Politics & Policies, and Communication
What are the first images that come to mind when you hear brand or branding?
NGP Ch 3-4
Media 101 Ch 9-10, 12
Jaime Settle, “Fundamental Change in Political Communication” from Frenemies.

Week 4: Jan 30th Pop Culture Affecting Identity and Subjectivity
What is your TV streaming repertoire? Do you view political programming? Does pop culture inform our understanding of youth identities?
Casey Scheibling, “‘Real Heroes Care’: How Dad Bloggers Are Reconstructing Fatherhood and Masculinities”
Jeffrey Brown, “#WhereRey: Feminism, Protest, and Merchandising Sexism in Star Wars”
Kristina Brűning, “Olivia Pope: A Black Post-Feminist Subject”
Media 101 Ch 30, 32

Week 5: Feb 6th Digital Media and Reality TV Changing Our Aspiration
How is your consumption of pop culture political? What can you respond to the messages?
NGP Ch finish the book
MFM Intro – Ch 2
Janell Hobson, “Celebrity Feminism More than a Gateway”
Week 6: Feb 13th  Gendering Politics, Entertainment and Sci-Fi (not Syfy—what the frack)

Has pop culture influenced your understanding of sexuality? What can you do to improve problematic depictions in pop culture?

MFM Ch 3
Media 101 Ch 37-38

Razor~ BSG, Kick Ass, Grimm, Nakia, and Jessica Jones, more Norming the genders in the future: Helena Cain, Kara Thrace, Hit Girl, Hanna, and other characters as women warriors. (Discussion about strong women characters—Google them w/o using Wikipedia!)

Week 7: Feb 27th  Race and Gender in Popular Culture Landscape

How are Indigenous peoples portrayed in your community? How does pop culture representation of Indigenous peoples influence our understanding of the various communities?

Native Appropriations http://nativeappropriations.com/
“The Hills are Alive with the Sound of Indian” Philip Deloria, RR
“Shake it, Baby, Shake It: Consumption and the New Gender Relation in Hip-Hop” Margaret Hunter, RR

N. Jamiyla Chisholm “‘When They See Us’ Is a Punch to the Gut”
https://www.colorlines.com/articles/when-they-see-us-punch-gut?cm_mmc=Act-On%20Software--email---%27When%20They%20See%20Us%27%20Punch%20to%20the%20Gut--
Julie Gittinger, “Hijabi Cosplay”


How does pop culture influence race or gender? How are our political values influenced my messages in the media? What does it mean to be a racialized person in our mediated society?

"The Danger of a Single Story" by Chimamanda Adichie a TED Talk:
http://www.youtube.com/watch?v=D9Ihs241zeg

Social Media and Youth https://sponsored.chronicle.com/SocialMedia/index.html
Media 101 Ch 33-36
artists/?utm_source=newsletter&utm_medium=email&utm_content=a%20millennium%E2%80%99s%20worth%20of%20art%20by%20Native%20American%20women&utm_campaign=OOR--8.20.19-%28Tues%29

Week 9: March 12th  Comics and Zines: Different Plots

Zines as political—yes? What is their single story?

Power to the Princess excerpts
DF Intro – Ch 2
Dale Jacobs and Jay Dolmage, “Accessible Articulations”
Rachel Miller, “Queer Zine Project”
Week 10: March 19th Mediated Youth: Zines, Craftiness, and YA Culture

Do you think that youth are targeted as a segment of the population? Watch some youth related TV shows and look for the messages about gender, class and race. Are the messages obvious?
MFM Ch 4- Conclusion
DF Ch 3-5

Week 11: March 26th Fandom, Globalization, Oh, My!

Has Facebook/SNS changed communication and community? Politics & Economics? Social Media platforms have become integrated into our daily lives—good or bad?
Media 101 Ch 39, 44, 48, 50
Men’s Story Project https://www.mensstoryproject.org/about/

Week 12: April 2nd Media—Effects and Affects

Does it make a difference? Is it worth it? Does this influence Youth?
Media 101 Ch 48-50
Shout Out Your Abortion excerpts, second half
Not That Bad excerpts
Feminist Erotica excerpts and start the end of term student presentations—2 lucky people!

Week 13: April 5th Summation, Presentations +

Now that we are all certified media savvy consumers, does branding of political events, moments, and music influence us? How should we respond to mediated culture?
We will have a potluck, hear about the student research and enjoy some snacks.
Student Led Seminar Schedule: You will choose one reading to lead. See me to sign up.

**Week 3: Jan 23rd** Media Politics & Policies, and Communication
Jaime Settle, “Fundamental Change in Political Communication” from *Frenemies*.

**Week 4: Jan 30th** Pop Culture Affecting Identity and Subjectivity
Casey Scheibling, “’Real Heroes Care’: Dad Bloggers Reconstructing Fatherhood & Masculinities”
Jeffrey Brown, “#Where’sRey: Feminism, Protest, and Merchandising Sexism in Star Wars”

**Week 5: Feb 6th** Digital Media and Reality TV Changing Our Aspiration
Jennifer O’Meara, “What ‘The Bechdel Test’ Doesn’t Tell Us”

**Week 6: Feb 13th** Gendering Politics, Entertainment and Sci-Fi (not Syfy—what the frack)
Media 101 Ch 37
Media 101 Ch 38

**Week 7: Feb 27th** Race and Gender in Popular Culture Landscape
N. Jamiy1a Chisholm “‘When They See Us’ Is a Punch to the Gut”
Juli Gittinger, “Hijabi Cosplay”

**Week 8: Mar 5th** Social Policies and Practices: Understanding Identity
Media 101 Ch 33
Media 101 Ch 35

**Week 9: March 12th** Comics and Zines: Different Plots
Dale Jacobs and Jay Dolmage, “Accessible Articulations”
Rachel Miller, “Queer Zine Project”

**Week 10: March 19th** Mediated Youth: Zines, Craftiness, and YA Culture
MFM Ch 4
Tracy Brown, “Gabby Rivera’s New Comic Book”

**Week 11: March 26th** Fandom, Globalization, Oh, My!
Media 101 Ch 39
Men’s Story Project

**Week 12: April 2nd** Media—Effects and Affects
Media 101 Ch 48
Non Exhaustive Primer: If any of the URLs are dead, Google them and find the updated one!
Big Bang Theory http://the-big-bang-theory.com/
Buffy The Vampire Slayer http://www.youtube.com/watch?v=-1v_q6TWAL4
Buffy vs Edward http://www.youtube.com/watch?v=RZwM3GvaTRM
Glee http://www.youtube.com/watch?v=sefQqCMusJI
Kick Ass http://www.youtube.com/watch?v=ymMOg_2yLuc
Star Trek http://www.startrek.com/
Star Trek vs. Star Wars http://www.youtube.com/watch?v=hNxhrPaaCA4
True Blood http://www.youtube.com/watch?v=uK1D9vGJePc
DC Comics https://www.dccomics.com/
Marvel Comics https://www.marvel.com/
Dr. Who https://www.bbc.co.uk/programmes/b006q2x0
Stranger Things https://www.netflix.com/ca/title/80057281
Black Mirror https://www.netflix.com/ca/title/70264888
Beyoncé https://www.beyonce.com/
13 Reasons Why https://www.netflix.com/ca/title/80117470
Handmaid’s Tale https://en.wikipedia.org/wiki/The_Handmaid%27s_Tale

Department of Political Science Policy on Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental standards upheld in a fair and transparent fashion. Refer to the UVIC calendar or Prof. A

Department of Political Science Policy on Academic Integrity

Please refer to the University of Victoria Calendar for complete information regarding student Academic Integrity. Your enrolment in the course means that you agree to the university policies and the grading policies noted in this syllabus. This course uses the qualitative criteria associated with each letter grade in the University of Victoria Calendar when marking assignments. University Policy on Academic Integrity is strictly enforced in this course as per the University of Victoria Calendar. I reserve the right to use plagiarism-detection software in cases of suspected plagiarism.

Official Business:

The assignment of letter grades is as follows per the UVIC guidelines:
90-100 = A+  85-89 = A    80-84 = A-  77-79 = B+  73-76 = B  70-72 = B-  65-69 = C+  60-64 = C  50-59 = D  Below 50 = F
**Digital and Face to Face Communication Expectations:** Place Poli 433 in the subject heading of any email sent to me. I do this, as I am teaching multiple courses and have to triage my email. I will treat students with the respect that you deserve as a human being in my classroom, office or via other forms of communication. Likewise, I expect the same. Please send a complete email, address me (Prof. A/Eh), sign your name, and use complete sentences to make sure that your email is clear. I ask that you wait 24 hours after you get graded work returned to you before you email me. Here is a great link of an example of how to send an email to your instructor: [http://www.wikihow.com/Sample/Email-Professor-About-a-Question](http://www.wikihow.com/Sample/Email-Professor-About-a-Question)

Students will occasionally lament that there is too much group work in university and I will respond that when you are working on campus or off campus you will work with people. You will work with people who give an “A” effort and others who will phone it in. I expect that each group member will equitably share the joys of the workload; however, if your group has issues, please contact me or see me during my office hours and I will take your needs into consideration and might have to offer different marks for group members.

It is the students’ responsibility to add, drop, or withdraw from the course adhering to the university deadlines. If you do forget to drop—contact me ASAP, so I can help you. If arrangements need to be made regarding the accommodation of a disability please see me and know that I am eager to support your success in my course. Your accommodation is not an inconvenience. Let’s communicate early and make a learning plan.

Late work is not generally accepted, however in instances of verifiable illness or family emergencies *some* exceptions can be made. Medical notes alone are not always sufficient for an extension. Contact me ASAP if there is a health or personal issue. In the spirit of collegiality, I ask that you come to class on time. I know that classes are across campus, so do your best to get to class on time. I often say, “I have 99 problems and students are *not* one of them.”

Usage of laptop/electronics in the classroom is permitted but limited to appropriate usage—taking of notes, verifying the syllabus on the CourseSpaces course site, using to search something related to our course materials. Extracurricular computing is distracting to the people sitting around you and is more noticeable in a seminar. It is acceptable for you to search terms that are referred to in class or raise your hand and ask the professor the questions, and there might be moments when you are called on to search something. Thank you for your understanding! Now that you’ve read the syllabus, please send me a photo of your favorite superhero or politician.

**Disclaimer:** The professor reserves the right to alter the Course Calendar at any time without prior notice. It is the students’ responsibility to attend class and verify the CourseSpaces site and any announcements posted therein or during seminar. No question is stupid. Please review the syllabus prior to emailing me. Thanks!
Grading Grid (Attach this to your paper. There is a copy of this on CourseSpaces).

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<td>Content: insight, thinking, depth, grasp of concepts</td>
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<td>Detail: relevant and persuasive evidence and support, sufficient quotation, introduction and integration of sources</td>
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<td>Organization: guiding the reader with topic sentences, transitions, and focus (thesis); structure suited to content</td>
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<td>Overall impression: energy, originality, reading appeal</td>
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