

**SJE1959 Theoretical Frameworks in Culture and Communication**  
**Professor Megan Boler**  
**Winter 2015-16**  
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**Key Texts from which we will read selections:**

*Cultural Studies: A Reader*, eds. Grossberg, Nelson and Treichler  
*Cultural Theory and Popular Culture*, by John Storey  
*Cultural Theory and Popular Culture: A Reader*, by John Storey  
*Cultural Resistance*, ed. Duncombe  
*Mythologies*, Roland Barthes

**Course Evaluation (See end of document for details on assignments)**

Participation and Attendance 20%  
Weekly question-posting on Pepper 25%  
Events and Talks, x 2 (post your review): 15%  
Critical Review of week's assigned texts x 1 (write up) 15%  
Final Project: Wiki Contribution 25%

**Course website Pepper**

**AFTER FRIDAY JAN 15 5 PM go to:**

**<https://pepper.oise.utoronto.ca/sje1959>**

**Use the "Register" button to create your account**

## Course Reading Schedule

### Introduction to Key Concepts and Overviews

#### **(Week 1) January 14 *Education, Power, Media, and Culture: The Politics of Education and Representation***

*In class Screenings:*

George carlin "The Reason Education Sucks"

<https://www.youtube.com/watch?v=ILQepXUhJ98>

Education Is a System of Indoctrination of the Young - Noam Chomsky

<https://www.youtube.com/watch?v=JVqMAlgAnlo>

Chomsky, Media Hist selection, Manufacturing Consent

<https://www.youtube.com/watch?v=-KJXPWVckig>

"Who does control the world?" - Noam Chomsky - BBC interview 2003

<https://www.youtube.com/watch?v=-KJXPWVckig>

George Carlin, question everything

<https://www.youtube.com/watch?v=Uo-QIY7ys-k>

#### **(Week 2) January 21 *What's at Stake in Representations and Histories?***

**concepts:** truthiness, historiography, slave narratives, oral histories, culture and memory

1. Raymond Williams, "Culture" from *Keywords*
2. Cartwright and Sturken, Intro, *Practices of Looking* (pps 10-42)
3. John Storey, Chapter 1, *Cultural Theory and Popular Culture*
4. "Evidence of Evil," Thomas Ryback, *The New Yorker* 1993  
<http://www.newyorker.com/magazine/1993/11/15/evidence-of-evil>
5. Raymond Williams, "Dominant, Residual and Emergent," *Marxism and Literature* (Oxford: Oxford University Press, 1979)

In class:

Pat Ward Williams, "Who took this picture?"

Raymond Williams, "Culture" from *Keywords*

Obama Birthers

*In Class Screenings:* Truthiness, Colbert

Fires in the Mirror, Anna Deveare Smith

Recommended:

Victor Frankl, *Man's Search for Meaning* (reknowned memoir of surviving Auchwitz, and the resilience of human 'creativity')

**(Week 3) January 28: Approaches to the Study of Culture, Ideology, and Media**

1. John Storey, Chapter 2 "The Culture and Civilization Tradition"
2. John Storey, Chapter 4 "Marxisms"
3. Raymond Williams, "The Analysis of Culture," in *Cultural Theory and Popular Culture: A Reader*, pp. 32-40.
4. Max Horkheimer and Theodor Adorno, Ch. 4, "The Culture Industry: Enlightenment as Mass Deception," *Dialectic of Enlightenment* (Stanford: Stanford University Press, 2007)
5. Theodor Adorno, "The Culture Industry Revisited"

*Highly recommended:*

6. Matthew Arnold, "Culture and Anarchy," in *Cultural Theory and Popular Culture: A Reader*, pp. 6-11.
7. Stuart Hall, "Richard Hoggart, *The Uses of Literacy* and The Cultural Turn," *International Journal of Cultural Studies* 10, March 2007, pp. 39-49.
8. Richard Hoggart, "The Full Rich Life & The Newer Mass Art: Sex in Shiny Packets," in *Cultural Theory and Popular Culture: A Reader*, pp. 26-31.
9. F.R. Leavis, "Mass Civilization and Minority Culture" in *Cultural Theory and Popular Culture: A Reader*, pp. 12-20.
10. Raymond Williams, "Culture is Ordinary" in Ben Highmore (ed.), *The Everyday Life Reader* (London: Routledge, 2011), pp.91-100.

*Further Essential Reading:*

Jay, Martin. *The dialectical imagination: A history of the Frankfurt School and the Institute of Social Research, 1923-1950*. Vol. 10. Univ of California Press, 1996.

Geuss, Raymond. *The idea of a critical theory: Habermas and the Frankfurt School*. Cambridge University Press, 1981.

**(Week 4) February 4 The Emergence of Cultural Studies**

***In Class Workshop: Using Wikispaces***

1. John Storey, Chapter 3 "Culturalism"
2. Stuart Hall, "Cultural Studies: Two Paradigms"
3. Stuart Hall, "Notes on Deconstructing 'The Popular'" in *Cultural Theory and Popular Culture: A Reader*, pp. 508-518.
4. Stuart Hall, "Cultural Studies and Its Theoretical Legacies", *Stuart Hall: Critical Dialogues in Cultural Studies*, pp. 261-274.
5. Carolyn Steedman, "Culture, Cultural Studies, and the Historians," in Lawrence Grossberg, Cary Nelson, and Paula Treichler (eds.), *Cultural Studies*. New York/London: Routledge, pp. 613-622.

***Recommended:***

*Part V of Stuart Hall, Critical Dialogues with Cultural Studies*

Diasporic questions: 'race', ethnicity and identity

Ch 21 New ethnicities, Stuart Hall

Ch 22 De Margin and De Centre, by Isaac Julien and Kobena Mercer

Ch 23 What is this 'black' in black popular culture? Stuart Hall

Ch 24 Dialogues with Stuart Hall, Isaac Julien and Mark Nash

Ch 25 The formation of a diasporic intellectual: an interview with Stuart Hall by Kuan-Hsing Chen

E.P. Thompson, "Moral Economy of the English Crowd in the Eighteenth Century," *Past & Present* No. 50 (Feb., 1971), pp. 76-136.

Charlotte Brunsdon, "A Thief in the Night: Stories of Feminism in the 1970s at CCCS," *Stuart Hall: Critical Dialogues in Cultural Studies*, pp. 275-285.

Screening: *Stuart Hall, The Politics of Representation (Media Ed Foundation)*

**(Week 5) February 11 Research Practices and Conducting a Literature Review: Advanced Skills for Searching Library Databases, Using RefWorks for Research, Web-based Annotation and archiving platforms, etc.**

Readings:

1. Stuart Hall, *Representation, selections*
2. begin reading *Roland Barthes, Mythologies*

*Further Essential Reading:*

Kaja Silverman, *The Subject of Semiotics*

**(Week 6) February 18 Conceptions of Ideology in Cultural Studies Part 2**

1. "Introduction", Van Dijk, Teun A. *Ideology: A multidisciplinary approach*. Sage, 1998. (pps 1-15)

2. Michael Apple, from *Ideology and Curriculum*, "Preface to 25th Anniversary Edition," and Chapter 1, "On Analyzing Hegemony" (available via UT library online book resource)

<http://books1.scholarsportal.info.myaccess.library.utoronto.ca/viewdoc.html?id=/ebooks/ebooks0/ff/2009-12-01/6/0203487567>

3. Stuart Hall, "The Problem of Ideology: Marxism without Guarantees" (1986)  
<http://www.brown.edu/academics/south-asia/sites/brown.edu.academics.south-asia/files/uploads/stuart%20hall%20the%20problem%20of%20ideology.pdf>

4. Stuart Hall, "Gramsci's relevance for the study of race and ethnicity" Ch 20 in *Critical Dialogues with Cultural Studies*

5. Antonio Gramsci, selections TBA from *The Prison Notebooks in The Gramsci Reader*

Also see:

<http://www.ic.ucsc.edu/~ksgruesz/lit101/GramsciGuide.htm>

GRAMSCI READING GUIDE:

Some key terms, ideas, and influences of Gramsci's writings upon critical theory

[https://www.academia.edu/14705696/Theories\\_of\\_ideology\\_in\\_cultural\\_studies](https://www.academia.edu/14705696/Theories_of_ideology_in_cultural_studies)

Recommended:

Stuart Hall Ch 20: Gramsci's relevance for the study of race and ethnicity in Stuart Hall, *Critical Dialogues with Cultural Studies*

**(Week 7) February 25 *The Politics of Representation: Myth, Ideology, and Language***

finish Roland Barthes, *Mythologies*  
Stuart Hall, "Encoding/Decoding"

**Media Studies in the United States**

**(Week 8): March 3 Propaganda Studies**

"What is Propoganda and How is it Different from Persuasion?" by G. Jowett

Boler and Nemorin,-- in Oxford Handbook of Propaganda Studies, 2013

In class Screening: Hermann and Chomsky, *The Myth of the Liberal Media*  
Recommended: documentary, *Manufacturing Consent* with Noam Chomsky

**(Week 9) March 10 The Medium is the Message**

McLuhan, Playboy Interview  
Other McLuhan TBA

Media Effects and its Critics (TBA)

Jean Baudrillard, *Simulation and Simulacrum*

**(Week 10) March 17 OISE BEAK--NO CLASS**

**(Week 11) March 24 Conceptualizing Subcultures and Resistance**

Dick Hebdige, "Subculture: The Meaning of Style," in Ken Gelder and Sarah Thornton (eds.) *The Subcultures Reader* (London: Routledge, 1997), pp. 121-129.

John Clarke, Stuart Hall, Tony Jefferson, & Brian Roberts, "Subcultures, Cultures and Class: A Theoretical Overview," in Ken Gelder and Sarah Thornton (eds.) *The Subcultures Reader* (London: Routledge, 1997), pp. 100-111.

Paul E. Willis, "Elements of a Culture," in *Learning to Labour: How Working Class Kids Get Working Class Jobs* (London: Saxon House, 1977), pp.11-50.

Angela McRobbie, "Settling Accounts with Subcultures: A Feminist Critique," in Tony Bennett, Graham Martin, Colin Mercer, and Janet Woolacott (eds.), *Culture, Ideology and Social Process* (London: Batsford, 1980), pp. 111-123.

Sarah Thornton, "The Social Logic of Subcultural Capital" in Ken Gelder (ed.) *The Subculture Reader* (London: Routledge, 2005), pp. 184-192.

**(Week 12) April 1 *The Changing Landscape of Communication and Media*  
TBA**

**(Week 13) April 8 *The Changing Landscape of Communication and Media*  
TBA**

### **Selected Readings on Identity and Difference in Cultural Studies**

- Cornel West, "The New Cultural Politics of Difference" *October*, Summer 1990, pp. 93- 109.
- Stuart Hall, "'What Is This 'Black' in Black Popular Culture?'" and "New Ethnicities," in *Stuart Hall: Critical Dialogues in Cultural Studies*, pp. 442-452, 468-478.
- Issac Julian and Kobena Mercer, "De Margin and De Center," in *Stuart Hall: Critical Dialogues in Cultural Studies*, pp. 452-467.
- bell hooks, "Postmodern Blackness," in *Cultural Theory and Popular Culture: A Reader*, 388-394.
- Erica Rand, "Breeders on a Golf Ball: Normalizing Sex at Ellis Island," *The Ellis Island Snow Globe* (Durham: Duke University Press, 2005), pp. 41-66.
- George Lipsitz, "Race, Place, and Power", "The White Spatial Imaginary," and "The Black Spatial Imaginary," *How Racism Takes Place* (Philadelphia: Temple University Press, 2011), pp. 1-72.

## Selected Readings on Globalization and Cultural Studies

- Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" in Cary Nelson and Lawrence Grossberg (eds.), *Marxism and the Interpretation of Culture* (London: MacMillan, 1988), pp. 271-313.
- Arjan Appadurai, "Disjuncture and Difference in the Global Cultural Economy," *Theory, Culture, and Society* 7, 1990, pp. 295-310.
- Mary Louise Pratt, "Arts of the Contact Zone," *Profession*, 1991, pp. 33-40.
- George Yudice, "The Expediency of Culture," *The Expediency of Culture: Uses of Culture in the Global Era* (Durham: Duke University Press, 2004), pp. 9-39.
- Homi K. Baba, "Of Mimicry and Man: The Ambivalence of Colonial Discourse," *The Location of Culture* (London: Routledge, 2004), pp. 121-131.

## Expectations/Plagiarism Policy

- students will come to class having carefully read the assigned articles and be willing to meaningfully engage each other and the articles .
- students who are unable to come to class due to an emergency will inform instructor in advance if possible (a 2500 word response to the readings of the class missed will be due in the following class)
  - assignments will be handed in on the day they are due unless you have arranged an extension in advance.
  - any work students hand in will be their own. The university has strict guidelines against plagiarism. ***If you have any doubt about what constitutes plagiarism please review these guidelines.***

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>

## Evaluation

The grading for this course will be based on the following elements:

**1.Participation 20%** This includes completing readings and small assignments related to readings and meaningfully participating in class discussions (both by speaking up and listening carefully and respectfully).

### **2.Weekly question-posting on Pepper 20%**

Each week prior to class (by 5 pm on Wednesdays) will post questions regarding the weeks' readings on Pepper. Your questions can include citation of aspects of text that you wish to understand or discuss; reflections on the core concepts for the week.



Please post 3 substantive questions each week. Ideally your questions should reflect an inquiry that places the texts in conversation. For example, rather than simply ask with “What does Stuart Hall mean by ‘ideology’?” You might note the passages where Hall discussed ideology and show how this seems to contrast with Williams’ understanding of ideology (quoting from both authors to show the significance of your question).

**3. Critical Review of assigned texts x 1 (write up and brief presentation in class) 20%**

On one occasion, in conjunction with the readings assigned for one seminar, you will prepare during that week your research regarding texts, debates, conceptual critiques, and sometimes author biographies/bibliographies, related to the selected texts for the week. You will post this write-up of your findings on Pepper, and present to class briefly in a 5-7 minute presentation of key points.

**4. Events and Talks, x 2 (post your reviews on Pepper): 15%** During the semester, a number of public university and community events will be announced. You will select two events you wish to attend, and post on Pepper your discussion and review of the event, framing your comments and review in relation to themes and issues from our course readings and our in-class analyses, discussions, and debates regarding culture and communication.

**5. Final Project: Wiki Contribution Participation 25%**

For this final course assignment, you will work in small groups throughout the second half of semester to produce a substantive contribution to a wikipedia entry that needs further input, information, and/or correction/research/fact-checking. This collaboration will be evaluated by your participation in: web-based dialogues and the ongoing gathering of resources and information for your group wiki contribution, and the final write-up of text and entries to be added to the selected Wikipedia area. We will use a class-based wiki space to develop our collaborative wiki contributions. More details on the assessment of your participation in the dialogues will follow.