**Syllabus of an educational component of a degree programme**

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| Name of unit conducting a component | ***Doctoral School of Social Sciences*** |
| Name of an educational component | **Discourses of pop culture - society and politics** |
| Language of education | English |
| Goals of education | The aim of the course is to present the discourses of popular culture and the paradigms of its operation and interaction with contemporary audiences. The area of analyzes and discussions will lie in the relations between society and politics, in which popular culture is used by various actors of the political scene to build image, communication, identity and resistance. Students will learn how the political fight takes place with the use of pop-culture instruments, which are extremely attractive and effective. The course will cover theoretical aspects and case studies. |
| Learning outcomes of an educational component | 1. Students know different representations and forms of popular culture
2. Students know relations between pop culture and politics and society.
3. Students know diverse genres of popular culture texts.
4. Students are able to identify and interpret various pop culture texts and their use in the political or sociological context.
5. Students can recognize various pop culture genres in relationship to the political and sociological tools and decode information/messages included in them.
6. Students are able to analyze and interpret political events and behaviours with the use of pop culture discourses.
7. Students can exercise critical thinking while looking, reading, writing and speaking about pop culture in sociological and political contexts.
8. Students are prepared to work in social/cultural/political institutions in which the knowledge of shaping mechanisms of functioning such institutions is needed. (e.g.

media, education, governmental and non-governmental organizations, etc.) 1. Students are prepared to plan, organize or monitor information initiatives and campaigns using various pop culture discourses and tools.
2. Students are better equipped to understand and take part in political and social processes as engaged citizens.

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| Verification methods and assessment criteria of learning outcomes obtained by students | Active participation in class discussions, Presentation, Research paper, Creative Team Project |
| Type of an educational component (obligatory/optional) | Optional |
| Year of study |  |
| Semester  | Summer |
| Name and surname of the coordinator of a component and/or person/s conducting a component  | Jolanta Szymkowska-Bartyzel |
| Name and surname of person/s conducting an examination or granting credit in the case when this is other person than conducting a component  | Jolanta Szymkowska-Bartyzel |
| Manner of completion  | Seminar/Workshop |
| Preliminary and additional requirements  | The required level of English proficiency is at least B2 as the academic content of the course is linguistically demanding. Students must be able read with comprehension assigned texts and actively participate in class discussions. |
| Type and number of hours of courses requiringdirect participation of academic staff and students, if in a given component such courses are included  | 30 hours |
| Number of ECTS credits assigned to a component  | 2 ECTS |
| Balance of ECTS credits  | In class participation - 30 h Student's work: • preparation for classes - 10 h • preparation of Creative Team Project – 5 h • preparation of Power Point presentation – 5 h• preparation of discourse analysis paper– 10hTotal of 60 hours |
| Applied teaching methods | 1. Introductory methods: lecture, presentation, e-learning
2. Problem based methods: , seminar lecture , case studies, discussion, e-learning
3. Activating methods: case studies, round table discussions, brainstorming, project based learning, presentation, e-learning
4. Expository methods: film, show, podcast, presentation, e-learning
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| Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component | 1. **Attendance** and active participation in class discussions is mandatory and makes **up to** **30 % of the final grade.**
2. **Power Point** presentation in which a student will introduce the main ideas of her/his discourse analysis project. Presentation should be 15 minutes long and include the main points of a student’s research project that will be elaborated and discussed in details the final research paper – up to 20% of the final grade
3. **Research paper** constituting discourse analysis of a chosen phenomenon – **up to 30% - of the final grade**
4. **Creative Team Project** – In the project the participant constitute a team (min. 4 members) and prepare a political or social campaign using pop culture tools and concepts – **up to 20% of the final grade**
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| Content of an educational module (with division into forms of courses completion) | 1. Using pop culture in politics? How clever! “Wag the Dog” or applying pop cultural solution. Movie screening and discussion
2. Discourse? What is it – Reading/Discussion/Lecture/Presentation/
3. Characteristics of pop culture Reading/Discussion/Lecture/Presentation/Case studies
4. Pop culture, politics, myths and mythmaking – Reading/lecture/discussion
5. Pop culture and ideology – Reading/lecture/discussion
6. Pop culture narratives in policy making - Reading/case studies/ round table discussions/ brainstorming,
7. Pop culture in political communication

Reading/case studies/ round table discussions/ brainstorming,1. Pop culture and shaping social attitudes and beliefs

Reading/case studies/ round table discussions/ brainstorming1. Popular portrayals of political leaders

Reading/presentation/discussion1. Discourse analysis – Reading/case studies/ round table discussions/ brainstorming
2. **Weekly reading assignments will be specified in a detailed course schedule.**
3. **The course schedule is flexible in order to adjust it to students' interests and to accommodate discussions and debates.**
4. **Additional required reading will be posted online.**
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| List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component  | - Barthes, Roland, *Mythologies,* New York : Hill and Wang; 2012.-Caso, Federica and Hamilton, Caitlin (eds.), *Popular Culture and World Politics: Theories, Methods, Pedagogies*, 2015, 11-33, *e-IR* webbook <http://www.e-ir.info/wp-content/uploads/2015/04/Pop-Culture-and-World-Politics-E-IR.pdf.- Foy, Joseph, J. (ed.) *Homer Simpson Goes to Washington: American Politics and Popular Culture,* University of Kentucky Press, 2010. - Gigilio, Ernest, *Here’s Looking at You: Hollywood,**Film & Politics,* New York: Peter Lang, 2007.-Iyengar, Shanto, *Media Politics: A Citizen’s Guide, Second Ed*. W. W. Norton & Co, 2011. - Postman, Neil, Amusing ourselves to death: public discourse in the age of show business, New York: Penguin Books, 1985.-Robb, David L., *Operation Hollywood: How the Pentagon Shapes and Censors the Movies,* New York: Prometheus Books, 2004.- Van Zoonen, Liesbet, *Entertaining the Citizen: when politics and popular culture converge*, Lanham: Rowman and Littlefield, 2005. |