

INTDIS 2 Course Outline as of Spring 1999**CATALOG INFORMATION**

Dept and Nbr: INTDIS 2 Title: POPULAR CULTURE, USA

Full Title: Popular Culture in the United States

Last Reviewed: 2/24/2020

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	8	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Focusing on the twentieth century, this class examines the ways in which ethnicity, gender and personal identity become sites for expressions of cultural difference, actively contesting and transforming the aesthetics of the dominant culture in the United States.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:**Schedule of Classes Information:**

Description: Focusing on the twentieth century, this class examines the ways in which ethnicity, gender and personal identity become sites for expressions of cultural difference, actively contesting and transforming the aesthetics of the dominant culture in the United States. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Spring 1999	
	G	American Cultures/Ethnic Studies			
CSU GE:	Transfer Area			Effective:	Inactive:
	C2	Humanities		Fall 1999	
IGETC:	Transfer Area			Effective:	Inactive:
	3B	Humanities		Fall 1999	
CSU Transfer:	Transferable		Effective:	Fall 1999	Inactive:
UC Transfer:	Transferable		Effective:	Fall 1999	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

By the end of this course the Student will be able to:

1. Critique representative elements of popular culture.
2. Relate works to the historical or cultural context of the United States.
3. Address theoretical or analytical issues relevant to the understanding the meaning of and dynamic interactions between race, ethnicity and gender in the United States.
4. Participate in multicultural activities outside of class by attendance at museums, lectures, forums, performances, films, poetry readings etc., as well as scheduled field trips.
5. Demonstrate in writing the ability to critique, analyze, compare and contrast, to weigh arguments, to examine values, and to integrate materials from several disciplines.
6. Demonstrate the ability to access information regarding popular culture on the Internet or in computerized formats.

Topics and Scope:

1. The course will focus on works of popular culture (popular is defined as "appealing to or intended for the public at large" or "adapted to the tastes, means, etc. of ordinary persons"). These might include such things as film, television, comic books, popular fiction, celebrations or rituals (such as Mardi Gras), theme parks, public murals, illustrations, graffiti art, sporting events, advertising, and

objects for popular consumption.

2. The course will provide a theoretical framework for students to enable them to critique the works selected. This framework may be constructed through the use of written texts or other materials which offer approaches to understanding popular culture.
3. The course will focus on the 20th century, but may use materials from earlier times to establish historical background or continuity.
4. The course will explore the experiences and cultural expressions of at least three of the following six racial or ethnic groups in the United States: African American, American Indian, Asian American, Chicano/Latino, European American, and Americans of Middle Eastern origin.
5. In addition, the course may examine how issues of class, sexual orientation, age, religion, or disability impact cultural expression or cultural participation in the United States.
6. Works will be studied within the cultural context of the United States; however, influences and developments may be traced into other countries.
7. The course may be structured either thematically or chronologically.
8. The course may be team taught or supplemented by lectures or presentations from a variety of disciplines related to the study of American cultures.

Assignment:

1. Careful reading and analysis of assigned texts, including non-literary texts.
2. Examinations, including quizzes, mid-term, final, and/or take-home exam.
3. Written essays requiring the student to analyze representative works of popular culture.
4. Written essays requiring the students to compare and contrast; examine ideas, values, beliefs, and experiences; question assumptions (their own and others); and integrate two or more disciplines.
5. Participation in cultural activities, including museum visits, concerts, poetry readings, lectures, and (optional) field trips.
6. Creative projects (optional depending on instructor).
7. Internet research and on-line assignments.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Essay exams, Term papers
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Writing 50 - 80%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Internet Research Skills

Skill Demonstrations
5 - 10%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Short essay

Exams
10 - 30%

Other: Includes any assessment tools that do not logically fit into the above categories.

Cultural activities, creative projects (optional), & field trip (optional).

Other Category
5 - 30%

Representative Textbooks and Materials:

Anthologies/readers:

Patricia Y. Murray and Scott F. Covell: *LIVING IN AMERICA: A POPULAR CULTURE READER*. Mayfield Publishing, 1998.

Henry Giroux. *FUGITIVE CULTURES*. Routledge Press, 1996.

Bell Hooks. *REEL TO REAL*. Routledge Press. 1996.

Coco Fusco. *ENGLISH IS BROKEN HERE*. New Press, 1995.

Texts on specific topics:

Scott McCloud. *UNDERSTANDING COMICS*. Harper Collins, 1994.

Karal Ann Marling. *AS SEEN ON TV*. Harvard University Press, 1994.

Kobena Mercer. *WELCOME TO THE JUNGLE*. Routledge Press, 1994.

Dorothy Allison. *SKIN*. Firebrand Books, 1994.

Celeste Olalquiaga. *MEGALOPOLIS*. University of Minnesota Press, 1992.

MARGINALIZATION AND CONTEMPORARY CULTURE. MIT Press.

Trinh Minh Ha. *WHEN THE MOON WAXES RED*. Routledge, 1991.

Bell Hooks. *ART ON MY MIND*. New Press, 1995.

Dyer, Richard. *WHITE*. Routledge, 1997.

Journal Articles:

South Atlantic Quarterly

Transition

Representations

Cultural Critique

Films

Maurizia Boscagli. *EYE ON THE FLESH*.