

INTDIS 2 Course Outline as of Summer 2017**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	6	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:

This class examines the relationship between individual identity and large-scale historical forces for the creation of popular culture.

Prerequisites/Corequisites:**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

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

Description: This class examines the relationship between individual identity and large-scale historical forces for the creation of popular culture. (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:
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UC Transfer:	Transferable	Effective:	Fall 1999	Inactive:
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CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Critique the representative elements of popular culture as it relates, interacts and changes the contemporary culture.
2. Analyze theoretical issues relevant to understanding the dynamic interactions between social class, ethnicity and gender in United States culture.

Objectives:

Upon completion of this course, students will be able to:

1. Relate contemporary cultural expressions to the historical or cultural context of the United States.
2. Critique, analyze, compare and contrast contemporary works in order to weigh arguments, examine values, and integrate materials from several disciplines.
3. Access information on popular culture through a variety of multimedia sources.

Topics and Scope:

- I. The course may be arranged chronologically or thematically.
- II. The course will look at particular periods in American culture including, but not limited to:
 - A. The Gilded Age
 - B. The Progressive Era
 - C. The Depression and the New Deal
 - D. American militarism (such as the World Wars, the Cold War and American involvement in the Middle East and other geographic theaters)
 - E. The Internet Age
- III. The course will include examining popular culture through a variety of theoretical and

ideological frameworks including, but not limited to:

- A. Eco/cultural/socialist feminism
- B. Environmentalism (such as conservation and preservation, evangelical)
- C. Media, advertising, semiotics, branding
- D. Economic, cultural globalization
- E. Colonialism
- F. Religion and spirituality
- G. Literature and the performing arts from music to dance to theater

IV. Examines contemporary expressions of popular culture as it relates to historical contexts.

V. The experiences and forms of cultural expressions of a variety of ethnic groups in the U.S.

VI. Issues of how class, sexual orientation, gender, ethnicity affect cultural expression or cultural participation in the U.S.

Assignment:

1. Weekly reading and analysis of assigned texts and sources of information including blogs, videos, websites and other electronic media.
2. Visual projects including a final culminating project such as photography, drawing or graffiti.
3. 2-6 written essays of 1000-1500 words each, requiring the student to analyze representative works of popular culture.
4. At least four quizzes and a final.
5. Participation in cultural activities, including museum visits, concerts, poetry readings, lectures, and (optional) field trips.

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 Essays (that may include assigned and in-class exercises)

Writing
25 - 50%

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.

None

Skill Demonstrations
0 - 0%

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

Quizzes, tests, mid-terms and finals (that may include multiple choice and/or essay type questions)

Exams
25 - 50%

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

Activities and assignments may include group projects, participation in cultural activities, field trips.

Other Category
10 - 25%

Representative Textbooks and Materials:

Instructor prepared materials consisting of primary and secondary sources.

Potential texts such as, but not limited to:

Black Popular Culture (Discussions in Contemporary Culture). Dent, Gina. New York: New Press. 1998. (Classic)

The Cultural Front: The Laboring of American Culture in the Twentieth Century. Denning, Michael. New York: Verso. 1998. (Classic)

The Sociology of Culture. Williams, Raymond. Chicago: University of Chicago Press. 1995. (Classic)

Understanding Popular Culture. Fiske, John. London: Routledge. 1999. (Classic)

What is Popular Culture? Storey, John. Athens: University of Georgia Press. 2008. (Classic)