ATMIRE

Title	Modern Popular Culture-HU372-201702
Item Type	info:eu-repo/semantics/report
Authors	Bossio Montes De Oca Jorge Ernesto Luis
Publisher	Universidad Peruana de Ciencias Aplicadas (UPC)
Rights	info:eu-repo/semantics/openAccess;Attribution-NonCommercial-ShareAlike 3.0 United States
Download date	2026-11-28 07:22:29
Item License	http://creativecommons.org/licenses/by-nc-sa/3.0/us/
Link to Item	http://hdl.handle.net/10757/641005

I. INFORMACIÓN GENERAL

CURSO	:	Modern Popular Culture
CÓDIGO	:	HU372
CICLO	:	201702
CUERPO ACADÉMICO	:	**Bossio Montes De Oca, Jorge Ernesto Luis**
CRÉDITOS	:	2
SEMANAS	:	16
HORAS	:	7 H (Teoría) Semanal
ÁREA O CARRERA	:	Humanidades

II. MISIÓN Y VISIÓN DE LA UPC

Misión: Formar líderes íntegros e innovadores con visión global para que transformen el Perú.

Visión: Ser líder en la educación superior por su excelencia académica y su capacidad de innovación.

III. INTRODUCCIÓN

Student Support and Calendar Information

So you have all key information available to you offline, it is highly recommended that you print the following items for your reference:

This Syllabus, including the Course Schedule that is linked on this page as a PDF.
Term Calendar.
Student Support.

Credit Hours

5 quarter hours.

Walden University assigns credit hours based on the number and type of assignments that enable students to achieve the course learning objectives. In general, each semester credit equals about 42 hours of total student work and each quarter credit equals about 28 hours of total student work. This time requirement represents an approximate average for undergraduate work and the minimum expectations for graduate work. The number and kind of activities estimated to fulfill time requirements will vary by degree level and student learning style, and by student familiarity with the delivery method and course content.

Course Description
The study of popular culture is a way to understand modern society. In this course, students analyze the artistic and philosophical impacts of contemporary culture. Students consider how modern popular culture reflects, selects, defines, transmits, amplifies and/or changes values, beliefs, and cultural norms. Students learn to

analyze the ways in which social, political, and economic issues are evident in artistic and creative forms of expression in popular culture.

Course Prerequisites
ENGL 1010: Writing With Confidence and Purpose

IV. LOGRO (S) DEL CURSO

1. Define modern popular culture.
2. Connect social issues to modern popular culture expressions.
3. Identify the role of the audience in changing popular culture.
4. Analyze how access to popular culture affects understanding of social issues.
5. Identify how popular culture mirrors and projects changing social views.
6. Analyze a specific social issue across popular culture.

V. UNIDADES DE APRENDIZAJE

UNIDAD Nº: 1 Unidad 1
LOGRO Logro **TEMARIO** Temario **HORA(S) / SEMANA(S)** 7

VI. METODOLOGÍA

Course Materials
The process for receiving course texts and materials varies by program. Review the information below to make sure you have all course texts and materials before the term starts.

If your course texts and materials are being provided to you by Walden University as part of your course tuition, you should have received the items noted below. When you receive your package, make sure that all required course texts and materials have been included.

If you are required to purchase materials for this course, please visit the university bookstore via your Walden student portal to ensure you are obtaining the correct version of any course texts and materials noted below. When you receive your package, make sure that all required course texts and materials have been included.

For missing, incorrect, or damaged materials, please contact the Student Support Team. Contact information for the Student Support Team can be located in the Student Support area of the course navigation menu.

Course Text

While there is no course text associated with this course, other readings (journal articles, websites, book excerpts, etc.) are assigned throughout the course and may be found within each week and within the Course

Schedule.

Course Readings List

The Course Readings List contains all of the required Walden Library resources for this course. Please click on the following link to access the list: HMNT 3001C Course Readings List

Media
Assigned course media elements may be found in one or more weeks of the course and are available via a streaming media player or a hyperlink to the individual item.

Course Schedule
For full assignment details and directions, refer to each week of the course.

All assignments are due by 11:59 p.m. Mountain Time (MT) on the day assigned (which is 1:59 a.m. Eastern Time [ET] the next day). The time stamp in the classroom will reflect Eastern Time (ET), regardless of your time zone. As long as your submission time stamp is no later than 1:59 a.m. Eastern Time (ET), you have submitted on time.

Click on the following link to access the Course Schedule: HMNT 3001C Course Schedule (PDF)

Course Calendar
A printable course calendar is located in the Term Calendar area of the course navigation menu.

Evaluation and Grading Scale Grades will be determined by a percentage of total points earned on all assignments. Grades will be posted online in the MyGrades area and will be updated frequently throughout the term. Specific evaluation criteria for each type of assignment are located in the Course Information area.

Letter Grade Percent Points
A 90-100 900-1000
B 80-89 800-899
C 70-79 700-799
D 60-69 600-699
F Below 60 0-599

Course grades will be based on participation and completion of assignments listed below. For a passing grade, students must obtain 60% or higher. (Note: Although a grade of "D" is a passing grade for this course, students receiving financial aid need to maintain a cumulative GPA of 2.0 to remain in good standing.)

Discussion (Weeks 1-4, 6) 60 x 5 = 300 30%
Final Project Milestones (Weeks 1-4) 90 x 4 = 360 36%
Student-Contributed Worksheet (Week 3)80 8%
Final Project (Week 5) 160 16%
Reflection (Week 6) 100 10%
Total 1000 100%

Note: Skipping or waiving assignments in any Walden University course is never an option. If you do not

complete one or more assignments in the weeks, the Instructor has the right to lower the final grade.

Walden's Grading Policy
Additional information on Walden's grading policies can be located within the Walden University Student Handbook at http://catalog.waldenu.edu/

Course Delivery Method
The online general education courses at Walden University are delivered via distance learning using an established online platform. As a result, you will be able to complete academic work in a flexible manner. Instructors interact with students throughout the course and assess all assignments.

Course Format and Weekly Elements
The course consists of 6 weeks, and each week contains activities and assignments designed to increase understanding and application of a given topic. Each week includes some or all of the following elements:

Introduction and Learning Outcomes
The Introduction presents an overview of the week's topic, and the Learning Outcomes indicate what you should be able to do by the end of the week that demonstrates your mastery of the topic. This information can be found by clicking on each weekly button.

Learning Resources
The Learning Resources for each week may include readings from the course text(s), online readings, links to websites, and PowerPoint slides. You will need to complete the readings in order to complete the week's assignments.

Discussion
Online Discussion is an important activity based on the underlying belief that students learn from one another. For each required Discussion question, you are required to post a response to the question and to respond to at least two of your colleagues' postings. Note that you are welcome (and encouraged) to respond to more colleagues. If there is more than one Discussion question for the week, complete the questions in the order they are listed.

For Discussion in this course, the Instructor may place students into small groups. The Instructor will post an announcement listing which students are in which group: A, B, C, or D. You will remain in that Discussion Group throughout the course. Once you have been placed into a group, you will be able to access your group Discussion area in each weekly area. You will not be able to access the other groups'Discussion areas.

Assignment
An Assignment often is a written assignment submitted to the Instructor for evaluation. Complete assignment directions are in each week's Assignment area, including how and where to submit the assignment and the due date. If there is more than one Assignment for the week, click on each Assignment link to access each one. Please note that you should keep a copy of your Assignments on your computer in case of any technical difficulties.

Final Project
The Final Project will be introduced early in the course and is due by Day 7 of Week 5.

Course Policies

It is expected that all course assignments, including Discussion postings and responses, will be submitted by the designated due date. Your Instructor may clarify the calendar due date for your assignments.

Assignments within each week are cumulative and reinforcing. Thus, all course assignments are to be completed and submitted.

Contacting the Instructor or Teaching Assistant (TA)

Students should contact the Instructor immediately any time they are not sure of module requirements or expectations or when they have questions about resources, activities, and assignments. Your TA may provide feedback to your questions.

Please use the Contact the Instructor/TA forum to post questions to your Instructor and TA about the course including assignments, due dates, and procedures so that all class members may benefit from the Instructor's or TA's response. If your question is of a personal nature, please email your Instructor directly.

Your Instructor is an expert in the subject matter of the course and will provide you with content help,feedback, and grades. Your Instructor is responsible for assigning your final grade for the course; however, your TA may also provide some feedback on your work.

When emailing the Instructor or TA, please include the following heading in your email subject line so that they will recognize and read your email: last name, first initial, and course number. For example, an email sent by Chris Smith for this course would include in the subject line SmithCHMNT3001C.

Preferred Methods for Delivering Assignments

All Discussion postings need to be made in each week's Discussion area of the course. Please do not e-mail postings to the Instructor, TA, or other students.

Written assignments are submitted to a Turnitin submission link or an Assignment submission link within the Assignment area of the course. Follow the onscreen directions to submit an assignment.

Be sure that all documents are saved and submitted as ".doc" or ".rtf" files unless otherwise indicated in the assignment directions.

Please adhere to the file naming convention for each assignment given in the assignment directions. This will make it much easier for your Instructor and TA to find your work in the online classroom.

Note: All technical questions should be directed to the Student Support Team. Their contact information is located in the Student Support area.

Feedback Schedule

Feedback will be provided regularly by your Instructor. Each Instructor has a unique way of providing feedback. If you believe you are not getting enough feedback, you are strongly encouraged to contact your Instructor and ask for more. For more information on Instructor feedback, go to the Faculty Members'accessibility area of Student policy excerpts, located in the Guidelines and Policies area.

The Instructor will log on to the course Discussion areas 3-5 days a week to evaluate and respond to

Discussions. Please note the Instructor will not respond to every posting/response.

Policies on Late Assignments
Timeliness and good time management are critical skills for success both in school and in life. To ensure fairness and consistency, Walden has a standard policy on the acceptance and grading of late assignments. Please see the Walden Student Handbook or the Guidelines and Policies area of this classroom for details.

Resubmitting Assignments
Resubmission of revised work may be requested by either the Instructor or the student for significant instructional purposes only (i.e., including previously omitted work or revising substandard writing). The Instructor will determine the due date for submitting revised work. The final grade will be the average of the original grade and the grade awarded for the resubmitted work. (Because of the intensive, fast pace of these courses, it will not be possible for students to resubmit work in order to correct surface errors or gain a few additional points.)

Academic Integrity and Honesty
Walden University expects you to act with integrity and honesty in your academic courses. See the Guidelines and Policies area for more detail.

Student Resources
Walden University wants you to succeed. See the Guidelines and Policies area for information about policies and resources Walden has in place to help you achieve your personal, academic, and professional goals.

One Campus
This university or college is a member of One Campus, a global education network exchange that allows students to take courses from their home institution or other participating academic institutions within the Laureate International Universities (LIU) network. Students participating in One Campus courses benefit from the diversity created by interacting with other students from unique institutions across the world.

All enrolled students are bound by the policies of the institution offering this course, which may or may not be your current home institution. These include but are not limited to, course participation requirements, grading policies, course refund policies, and more. Please visit the Guidelines and Policies area for additional information specific for this institution.

Note: Students should continue to contact the institution where you are an admitted student for support with academic advising, technical issues, financial aid issues, and more. Contact information for your institution can be found in the Help and Support section of the classroom.

Please contact your Faculty Member for assistance with assignments, due dates, and other course specific issues.

Students With Disabilities
Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact the director of disability services at disability@waldenu.edu or at 18009253368, ext. 1205 as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

Classroom Participation

In accordance with U.S. Department of Education guidance regarding class participation, Walden University requires that all students submit at least one of their required Week 1 assignments (which includes posting to the Discussion Board) within each course(s) during the first 7 calendar days of class. For courses with two-week units, posting to the Discussion Board by Day 7 meets this requirement. The first calendar day of class is the official start date of the course as posted on your myWalden academic page.

Assignments submitted prior to the official start date will not count toward your participation.

Financial Aid cannot be released without class participation as defined above.

Students who are taking their first class with Walden and do not submit at least one of their required Week 1 assignments (or at least one Discussion post) by the end of the 7th day will be administratively withdrawn from the university.

Students who have already taken and successfully completed at least one or more class(es) with Walden, and who do not participate within the first 7 days, will be dropped from that class.If you have any questions about your assignments, or you are unable to complete your assignments, please contact your Faculty Member.

Bibliography

To access the Bibliography, please click on the following link: HMNT 3001C Bibliography (PDF)

Course Schedule

HMNT 3001C: Modern Popular Culture

This Course Schedule outlines the assignments and due dates for the course. For full assignment details and directions, refer to the corresponding area in the course.

Week 1 What Is Popular Culture?

Resources Readings

Sternbergh, A. (2013, September 8). What was, is and will be popular: The driving forces of pop culture. New York Times. Retrieved from http://www.nytimes.com/interactive/2013/09/08/magazine/theculture-package.html?_r=0#/#item_12

Cultural Politics. (n.d.). Popular culture. Retrieved from http://culturalpolitics.net/popular_culture

Pop Matters. (2015). Retrieved from http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Document: Final Project Summary (PDF)

Document: Final Project Worksheet (Word document)

Media

TEDx Talks. (2013, July 15). Why Pop Culture? Alexandre O. Philippe at TEDxMileHigh [Video file]. Retrieved from

https://www.youtube.com/watch?v=u_3UYncNwz4
Discussion Popular Culture and Identity
Post by Day 4 a 250-word response in which you:

Course Schedule
HMNT 3001C: Modern Popular Culture
This Course Schedule outlines the assignments and due dates for the course. For full assignment details and directions, refer to the corresponding area in the course.

Week 1 What Is Popular Culture?
Resources
Readings
Sternbergh, A. (2013, September 8). What was, is and will be popular: The driving forces of pop culture. New York Times. Retrieved from http://www.nytimes.com/interactive/2013/09/08/magazine/theculture-package.html?_r=0#/#item_12

Cultural Politics. (n.d.). Popular culture. Retrieved from http://culturalpolitics.net/popular_culture

Pop Matters. (2015). Retrieved from http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Document: Final Project Summary (PDF)

Document: Final Project Worksheet (Word document)

Media
TEDx Talks. (2013, July 15). Why Pop Culture? Alexandre O. Philippe at TEDxMileHigh [Video file]. Retrieved from https://www.youtube.com/watch?v=u_3UYncNwz4

Discussion
Popular Culture and Identity

Post by Day 4 a 250-word response in which you:
Select an example of popular culture: a song, film, or music video; fashion; episodic visual storytelling such as a TV show; a print or moving image advertisement; or a magazine or book. We will refer to this selection as your artifact.

Explain why your chosen artifact is considered popular culture by addressing the following questions:

How do you know it is popular?
How did the artifact first come to your attention? How did you find it, or how did it find you?
What is it about the artifact that interests you? What is your personal connection to the artifact? What about the artifact connects you to it?
How was the artifact created? For example, if your artifact is a song, who is the songwriter? If a film, who was the writer or director?

Note: Be sure to post details about your artifact in the Doc Sharing area of the course navigation menu. Post enough details so that your classmates can access it, including a link if one is available.

Read a selection of your colleagues' postings.

Respond by Day 6 to at least two of your colleagues' postings.

Assignment
Final Project Milestone 1: Final Project Planning

By Day 7, submit your completed Final Project Worksheet. Be sure to keep a copy and refer to it throughout this course.

Week 2
Audience
Resources
Readings
Menand, L. (2015, January 5). Pulp's big moment: How Emily Brontë met Mickey Spillane. The New Yorker, 90(42), 62-69.

Snider, M. (2014, March 13). Streaming makes rock royalty now: Grammy winner Lorde first made a big splash via digital streaming. USA Today.

Tschorn, A. (2014, May 27). 'Normcore' becomes fashionable, yet unclear. The Journal - Gazette
Watson, M. (2011, April 27). How can the Mona Lisa compete with a copy made from toast? New Statesman, 140(5050), 97.

Cultural Politics. (n.d.). Popular culture. Retrieved from http://culturalpolitics.net/popular_culture

Pop-Matters. (2015). Retrieved from

http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Media
TEDYouth 2011. (2011, February 27). Kevin Allocca: Why videos go viral [Video file]. Retrieved from http://www.ted.com/talks/kevin_allocca_why_videos_go_viral

Discussion
Audience: Affects and Effects

Post by Day 3 a 250-word response in which you describe the influence of the intended audience on how the popular culture artifact in your discussion thread portrays messages about the issue.

Read a selection of your colleagues' postings.

Respond by Day 5 to at least two of your colleagues' postings.

Assignment
Final Project Milestone 2: Historical Context

Submit by Day 7 a 400- to 500-word paper that addresses these questions for your popular culture artifact. Include at least two references to academically relevant sources. You may use the ones provided in the Learning Resources or research your own.
Week 3
Access
Resources
Readings
Holt, D. & Cameron, D. (2012). Fuse Music Television: Challenging incumbents with cultural jujitsu. In Cultural strategy: Using innovative ideologies to build breakthrough brands (pp. 245-264). New York: Oxford University Press.

Federal Communications Commission Consumer Help Center. (n.d.). Obscene, indecent, and profane broadcasts. Retrieved from https://consumercomplaints.fcc.gov/hc/enus/articles/202731600-Obscene-Indecent-and-Profane-Broadcasts

Cultural Politics. (n.d.). Popular culture. Retrieved from http://culturalpolitics.net/popular_culture

Pop-Matters. (2015). Retrieved from http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Document: Student-Contributed Resource Worksheet (Word document)

Media

TEDGlobal 2013. (2013, June 18) Juliana Rotich: Meet BRCK, internet access built for Africa [Video file]. Retrieved from http://www.ted.com/talks/juliana_rotich_meet_brck_internet_access_built_for_africa

Assignment 1
Student-Contributed Resource

Submit your Student-Contributed Resource Worksheet by Day 3.
To receive full credit, you must submit all Assignments on time. Should you encounter an unanticipated and uncontrollable life event that prevents you from meeting an Assignment deadline, contact the Instructor immediately to request an extension. Your Instructor's contact information is in the Contact the Instructor area. For a full description of the late policy, please refer to the "Policies on Late Assignments" section of your Syllabus.

Discussion
want my MTV! Or do I?
For this Discussion, your Instructor will either assign groups to threads or direct you to choose one thread from the choices listed this week. If you are directed to choose a thread on your own, follow these instructions: Each thread is limited to a maximum number of students based on class size. A thread will close if the limit is reached. If a thread is closed to new posters, select from the open threads.

Thread A

Post by Day 4 a 250-word response in which you:

Reflect on one or two of the popular culture artifacts that you are working with for your final project and consider ways that you access the artifacts and what challenges others might have accessing them. For example, can they be enjoyed by people in another community or country across the world? Is there a financial cost to access? Is special equipment needed?

Explain how access to popular culture affects community.

Read a selection of your colleagues' postings.
Respond by Day 6 to at least two of your colleagues' postings in one or more of the following ways:
Has your classmate considered all possible access challenges?
Are there creative ways to access your classmate's artifact(s) that they have not considered?

Be sure to support your ideas by connecting them to the week's Learning Resources, or your student-contributed resource.

Thread B

Post by Day 4 a 250-word response in which you:

Describe how much control production companies or/and governments have over access to popular culture.

Explain the role of the web/technology in providing a shared popular culture experience. Analyze how access affects the shared experience.
Be sure to support your ideas by connecting them to the week's Learning Resources, or your student-contributed resource.

Read a selection of your colleagues' postings.
Respond by Day 6 to at least two of your colleagues' postings that contain a perspective different from yours.

Assignment 2
Final Project Milestone 3: Access and Community

Submit a 400- to 500-word essay that addresses these questions as they relate to your chosen popular culture artifacts. Be sure to include:

At least one student-contributed resource from Doc Sharing
At least two other academically relevant sources. The course guide on the Walden Library site will be helpful as will the required and alternate resources listed here.
Week 4
Change
Resources
Readings

One Laptop Per Child. (n.d.). Retrieved from http://one.laptop.org/

Cultural Politics. (n.d.). Popular culture. Retrieved from http://culturalpolitics.net/popular_culture

Pop-Matters. (2015). Retrieved from http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Media

TED2010. (2010, March 17). Jane McGonigal: Gaming can make a better world [Video file]. Retrieved from https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

Discussion

Controversy Over Time and Space

Post by Day 3 a 250-word response in which you compare and contrast two popular culture elements by answering the following:

Evaluate whether your sample of popular culture elements is provoking or resisting change.
Analyze how society's acceptance or rejection of these popular culture elements might affect definitions of normal in 5 to 10 years.
Include references to your popular culture elements AND your chosen issue-focused news story.

Read a selection of your colleagues' postings.

Respond by Day 5 to at least two of your colleagues' by predicting whether your colleagues' social issues will remain controversial or become irrelevant to similar popular culture elements in the future.

Assignment

Final Project Milestone 4: Change

Submit by Day 7 a 400- to 500-word essay that analyzes how your chosen element of popular culture relates to society's values. Explain how this new popular culture element defines or disrupts "normal." Evaluate whether this element of popular culture has changed society's values. Be sure to include:

At least one reference to a news site.
At least two other academically relevant sources. The course guide on the Walden Library site will be helpful, as will the required and optional resources listed here. Be sure to refer to the student-contributed resources in Doc Sharing.

Week 5
Values
Resources
Readings
Ashby, L. (2012). Epilogue: Pop culture in a post-9/11 world. In With amusement for all: A history of American popular culture since 1830 (pp. 495-517). Lexington, KY: University of Kentucky Press.

Cultural Politics. (n.d.). Popular culture. Retrieved from http://culturalpolitics.net/popular_culture

Pop-Matters. (2015). Retrieved from http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Media
TED2010. (2010, April 13). Jonathan Klein: Photos that changed the world [Video file]. Retrieved from http://www.ted.com/talks/jonathan_klein_photos_that_changed_the_world

Project
Final Project
The Project:

Write a 1,500- to 2,000-word paper in which you do the following:
Discuss the history of your social issue as expressed in popular culture in general.
Define the audience for each of your artifacts and explore whether this audience has changed in any way. Consider whether your audience is local, global, or regional.
Discuss how each of your chosen popular culture artifacts communicates your issue.
Analyze how at least one additional social issue relates to at least one of your popular culture artifacts.
Race/ethnicity
Sexuality
Gender
Social and economic class
Violence
Indecency/free speech

Analyze access and distribution limitations for each of your popular culture artifacts.
Determine whether or not access and distribution forces
control content. Explain your reasoning.
Explain whether your popular culture artifacts send messages
that define social values or provoke change.
Analyze how your chosen popular culture artifacts connect or
do not connect with your personal values.

The final paper should include:

a full revision of the Milestones from Weeks 2, 3, and 4. Check
for overall structure and appropriate transitions between
sections of the text. Please refer to the resources available on
the Walden Writing Center site to help with this.
the full listings for each of your three popular culture elements
on your references page. Use the Final Project Worksheet
from Week 1 to help with this.
At least five additional references to the required, optional,
and/or student-contributed resources.
Be sure to follow APA guidelines for formatting and referencing.

Submit your Final Project by Day 7.

Week 6
Active Participation
Resources
Readings

Friedman, T. (1992). The world of The World of Coca Cola.
Communication Research, 19(5), October 1992, 642-662.

Paglia, C. (2012). George Lucas's force. In Glittering images:
A journey through art from Egypt to Star Wars (pp. 181-190).
London: Vintage. Retrieved from http://chronicle.com/article/Why-George-Lucas-Is-the/134942

Cultural Politics. (n.d.). Popular culture. Retrieved from
http://culturalpolitics.net/popular_culture

Pop-Matters. (2015). Retrieved from
http://www.popmatters.com

USC Annenberg. (2014). Media, diversity, & social change
initiative. Retrieved from http://annenberg.usc.edu/pages/DrStacyLSmithMDSCI#previousresearch

Media

TED2015. (2015, March 20). Monica Lewinsky: The price of shame [Video file]. Retrieved from https://www.ted.com/talks/monica_lewinsky_the_price_of_shame

Discussion

Popular Culture, Individuality, and Global Reach

Post by Day 3 a 250-word response in which you address the following:

Describe a time when you were surprised by something that was considered popular but that was new to you. Analyze whether or not you consider yourself to have been an active participant in popular culture. Explain your analysis.

If you could create a popular culture element and provide universal access to it, describe what message you might embed in this element, or whether you would avoid any specific message. Explain your response.

Be sure to support your ideas by connecting them to the week's Learning Resources.

Read a selection of your colleagues' postings.

Respond by Day 5 to at least two of your colleagues' postings that contain a perspective different from yours.

Assignment

Reflection

For the final Assignment, write a 500-word reflection paper in which you:

explore the ways in which you consume, react to, and engage with popular culture.
reflect on how studying popular culture has changed or reinforced your beliefs and values and whether or not your choices about popular culture will change.
discuss the extent to which your consumption of and attitude about popular culture may or may not change.
analyze how you might effect social change through popular culture creation, consumption, and critical analysis.
Support your assertions by making at least two references to the Learning Resources, using proper APA format.
Submit your Assignment by Day 7.

Course

Evaluation

Complete your Course Evaluation by Day 7.

VII. EVALUACIÓN

FÓRMULA

100% (EB1)

TIPO DE NOTA	PESO %
EB - EVALUACIÓN FINAL	100

VIII. CRONOGRAMA

TIPO DE PRUEBA	DESCRIPCIÓN NOTA	NÚM. DE PRUEBA	FECHA	OBSERVACIÓN	RECUPERABLE
EB	EVALUACIÓN FINAL	1			NO

IX. BIBLIOGRAFÍA DEL CURSO

BÁSICA

PICÓ, Josep (1999) Cultura y modernidad : seducciones y desengaños de la cultura moderna. Madrid : Alianza.
(306 PICO)

RECOMENDADA

(No necesariamente disponible en el Centro de Información)

PICÓ, Josep (1999) Cultura y modernidad : seducciones y desengaños de la cultura moderna. Madrid : Alianza.
(306 PICO)