

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester A 2022 / 2023**

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**Part I Course Overview**

**Course Title:** Popular Culture

**Course Code:** GE2105

**Course Duration:** One semester

**Credit Units:** 3

**Level:** A2, B2

√ Arts and Humanities

**Proposed Area:**  
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) None

**Precursors:**  
(Course Code and Title) None

**Equivalent Courses:**  
(Course Code and Title) None

**Exclusive Courses:**  
(Course Code and Title) None

## Part II Course Details

### 1. Abstract

‘Popular Culture’ is a Gateway Education course that will introduce students to the theory and practice of popular cultural. We are surrounded by popular culture and practices, and popular culture influences the ways we imagine, think and feel about ourselves and our social worlds. Now with easier access to resources and technology, we are increasingly both consuming and producing popular culture. Beginning with an introduction to theories of popular cultural studies, the students will explore the ways in which popular culture is produced and consumed. Combining the use of local and global authentic texts, the course will engage students to think and write critically about popular culture.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand basic theoretical approaches in the field of popular culture studies		√		
2.	Evaluate critically issues related to popular culture and develop higher-order thinking skills by doing so		√		
3.	Identify and evaluate the popular cultural elements in daily experiences and practices using a communicative and collaborative format for information exchange				√
4.	Apply and reflect on theoretical frameworks in understanding popular cultural practices			√	
5.	Cultivate and reflect on both local and global perspectives on popular culture			√	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1.	<b>Mini-lectures</b> Students will be introduced to popular cultural theoretical texts in the lecture. Students will be shown demonstration of theoretical application.	√			√	√		
2.	<b>Reading discussion workshops</b> Students will be required to discuss the texts and apply what they have learnt in the lecture in relation to the academic reading. Students will contribute, share and evaluate relevant materials.		√	√		√		
3.	<b>Small group discussions and demonstration</b> Students will be required to demonstrate their theoretical understanding by applying it to either local or global popular cultural practices. Students contribute, share and evaluate materials.	√	√	√	√	√		
4.	<b>Group projects</b> Students will be required to work collaboratively and present materials related to popular cultural practice. In planning their project, students will decide how they may interpret the popular cultural practice and convey their message to the audience.	√	√	√	√	√		
5.	<b>Individual written assignment</b> Students will be introduced to the conventions and techniques in writing critique on popular cultural practices. Students will demonstrate their understanding and their own interpretation of local and global popular cultural practices.	√	√	√	√	√		
6.	<b>Extensive reading</b> Students will be introduced to various texts and be required to contribute to knowledge building by identifying their own resources. Students contribute, share and evaluate materials in class and online.	√	√	√	√	√		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
<b>Research report.</b> Students apply one or more of the concepts or methods introduced in the course. (1,000 to 1,500 words)	√	√	√	√	√	30%	
<b>Group project</b> Students will be required to work collaboratively and conduct analysis on a relevant topic.	√	√	√	√	√	30%	
<b>In-class Test</b> Students complete an in-class test covering course content.	√	√	√	√	√	30%	
<b>Participation</b> Students will be encouraged to participate actively through in class and online discussions.	√	√	√	√	√	10%	
Examination: 0%							
						100%	

\* The weightings should add up to 100%.

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation	Constructive engagement	Very constructive and active engagement in class activities.	Constructive and active engagement in most class activities.	Engagement and contributions are limited qualitatively, quantitatively or both.	Little engagement in class activities; contributions in class are limited in number or not constructive.	Minimal engagement in class activities; contributions in class are rare or not constructive.
2. Group Project	Task completion	Assigned tasks are completed to a high standard and presented in the project.	Assigned tasks are completed to a good standard and presented in the project.	Assigned tasks are presented in the project with some omissions or significant inaccuracy.	Many tasks are missing from the project and/or there is a high degree of inaccuracy.	Few or none of the tasks are completed and/or those which are presented in the project are done to a low standard.
	Analysis	The analytic component of the project shows a very high degree of awareness of the relationship between the task and the course themes.	The analytic component of the project shows a good degree of awareness of the relationship between the task and the course themes.	The analytic component of the project shows a limited but satisfactory awareness of the relationship between the task and the course themes.	The analytic component of the project shows a significantly limited awareness of the relationship between the task and the course themes.	The analytic component of the project is not completed, or shows little or no awareness of the relationship between the task and the course themes.
	Language use	The lexicogrammar is extremely accurate and idiomatic.	The lexicogrammar is generally accurate and idiomatic; minor errors do not negatively affect comprehension.	The lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.	Frequent inaccurate and/or unidiomatic features in the lexicogrammar disrupt comprehensibility.	Lexicogrammatical errors are frequent and seriously disrupt comprehension.
3. Research report	Application of concepts and methods	The report demonstrates a strong understanding of concepts or methods and a strong ability to	The report demonstrates a good understanding of concepts or methods and a good ability to	The report demonstrates a limited understanding of concepts or methods and/or the ability to apply them.	The report demonstrates a very weak understanding of concepts or methods and/or the ability to apply them.	The report is not completed, or it demonstrates little or no understanding/application of the concepts or methods used.

		apply them in order to inform a problem or question.	apply them in order to inform a problem or question.			
	Language use	The report's lexicogrammar is extremely accurate and idiomatic.	The report 's generally accurate and idiomatic; minor errors do not negatively affect comprehension.	The report's lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.	Frequent inaccurate and/or unidiomatic features in the report's lexicogrammar disrupt comprehensibility.	Lexicogrammatical errors are frequent and seriously disrupt comprehension.
4. In-class test	Content knowledge	Answers demonstrate a very strong understanding of the course content.	Answers demonstrate a good understanding of the course content.	Answers demonstrate a limited but satisfactory understanding of the course content.	Answers demonstrate a weak understanding of the course content.	One or more quizzes not taken, and/or answers demonstrate a very weak understanding of the course content.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Popular Culture. Production analysis. Textual analysis. Audience analysis. Cultural practices. Localization. Globalization. Cross-cultural comparison. Social imaginary. English. Cultural Studies. History. Anthropology. Gender Studies. Popular Literature. Popular Art. Popular Music.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Cheng, H. H-L. (2001). Consuming a dream: homes in advertisements and imagination in contemporary Hong Kong. In G. Matthews, & T.L. Lui (Eds.), <i>Consuming Hong Kong</i> . Hong Kong: Hong Kong University Press.
2.	Prensky, M. (2001). Digital natives, digital immigrants. <i>On the Horizon</i> , 9(5).
3.	Fung, A. Y. H. (2002). Women's magazines: Construction of identities and cultural consumption in Hong Kong. <i>Consumption, Markets and Culture</i> , 5(4), 321-336.
4.	Shaw, L. (2005). <i>Pop culture Latin America! Media, arts, and lifestyle</i> (Chapter 4: Sport and leisure). Santa Barbara, CA: ABC-CLIO.

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Adorno, T. (2005). Culture industry reconsidered. In R.A Guins & O. Zaragoza Cruz (eds.), <i>Popular culture: A reader</i> . (pp. 103 – 108). London: Sage.
2.	Benjamin, Walter (1934/1994). The author as producer. In R. Wolin (Ed.) <i>Walter Benjamin: An aesthetic redemption</i> (pp. 154 -162). Berkeley: University of California Press.
3.	Giroux, H.A. (1994). <i>Disturbing pleasures: Learning popular culture</i> (Chapter 1: Consuming social change: The United Colors of Benetton). NY: Routledge.
4.	Hall, S. (2005). Notes on deconstructing “The popular”. In R.A Guins & O. Zaragoza Cruz (eds.), <i>Popular culture: A reader</i> . (pp. 64-71). London: Sage.
5.	Berger, A.A. (1997). <i>Narratives in popular culture, media, and everyday life</i> (Chapter 8: The Macintosh ‘1984’ television commercial: A study in television narrativity). Thousand Oaks, CA: Sage.
6.	Grossberg, L., Wartella, E.A., & Whitney, D.C. (2006). <i>Mediamaking: Mass media in a popular culture</i> (2 <sup>nd</sup> ed, Chapter 8: Producing identities). Thousand Oaks, CA: Sage.
7.	Keane, M., Fung, A., & Moran, A. (2007). New television, globalization, and the East Asian cultural imagination. Hong Kong: Hong Kong University Press.
8.	Marcel, D. (2008). <i>Popular culture: Introductory perspectives</i> (Chapter 5: Music). Lanham, MD: Rowman & Littlefield.
9.	Wasko, J. (2005). Corporate Disney in action. In R.A Guins & O. Zaragoza Cruz (eds.), <i>Popular</i>

	<i>culture: A reader</i> . (pp. 184 - 196). London: Sage.
10.	Wood, H., & Skeggs, B. (2008). Spectacular morality: 'Reality' television, individualisation and the remaking of the working class. In D. Hesmondhalgh & J. Toynbee (Eds.), <i>The media and social theory</i> (pp. 177 – 194). London: Routledge.
11.	Beavis, C. (2007) New textual worlds: young people and computer games, in N. Dolby & F. Rizvi (eds), <i>Youth moves: identities and education in global perspective</i> (pp. 53-66). NY: Routledge.
12.	Beavis, C. (2004). 'Good games': Text and community in multiplayer computer games. In I. Snyder, and, C. Beavis (Ed.), <i>Doing literacy online: Teaching, learning, and playing in an electronic world</i> (pp. 187-205). Cresskill, NJ: Hampton Press.
13.	Ellison, N.B., Steinfield, C., & Lampe, C. (2007). The Benefits of Facebook "Friends:" Social Capital and College Students' Use of Online Social Network Sites. <i>Journal of Computer-Mediated Communication</i> , 12 (4), 1143-1168.
14.	Fung, A. Y. H. (2006). Bridging cyberlife and real life: A study of online community in Hong Kong. In D. Silver, A. Massanari & S. Jones (Eds.), <i>Critical Cyberculture Studies</i> (pp. 129-139). NY: New York University Press.
15.	Schmidt, J. (2007). Blogging Practices: An Analytical Framework. <i>Journal of Computer-Mediated Communication</i> , 12(4), 1409-1427.
16.	Akass, K. and McCabe, J. (2004) <i>Reading Sex and the City</i> . London, New York: I.B. Taurus.
17.	Huang, Y. (2008) Consuming Sex and the City: Young Taiwanese Women Contesting Sexuality by, In Y. Kim (Ed), <i>Media Consumption and Everyday Life</i> (pp. 188 -202). New York: Routledge.
18.	Kelts, R. (2006). Cosplay and Otakudom: the draw of DIY (Chapter 7). <i>Japanamerica: How Japanese pop culture has invaded the U.S.</i> NY: Palgrave Macmillan.
19.	Schroeder, J. E. & Zwick, D. (2004). Mirrors of masculinity: Representation and identity in advertising images. <i>Consumption, Markets and Culture</i> . 7(1): 21-52.
20.	Whannel, G. (2002). <i>Media sport stars: masculinities and moralities</i> (Chapter 13: Identities: 'race', nation and masculinities). London: Routledge.
21.	Hannerz, U. (1990). Cosmopolitans and locals in world culture. <i>Theory, Culture &amp; Society</i> , 7(2), 237 – 251.



A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	Students will be expected and encouraged to conduct independent scholarly and social research, using a variety of medium, including books, journals, media sources, and ethnographic research.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Students will be expected and encouraged to conduct independent scholarly and social research in accordance with academic conventions.
PILO 3: Demonstrate critical thinking skills	Students will be encouraged and expected to critically reflect on readings and research, cultural issues, learning to develop responses to them, share their opinions with classmates, while also providing useful feedback on the work of their peers.
PILO 4: Interpret information and numerical data	Students will be expected to synthesize information from various sources to produce critical evaluation of popular cultural practices
PILO 5: Produce structured, well-organised and fluent text	Students will be expected to produce various pieces of writing that critically evaluate and reflect on various types of public discourse on popular culture, as well as allowing students the chance to convey their own opinions and perspectives.
PILO 6: Demonstrate effective oral communication skills	Students will be provided ample opportunity to practice and improve their spoken communication skills, including giving negotiating, sharing and exchanging ideas in class.
PILO 7: Demonstrate an ability to work effectively in a team	Students will be given group tasks in which they will be expected to cooperate and collaborate in order to research and put together written and spoken work.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Students will be provided with both local and global examples on various topics. Students will be expected to research on popular cultural practices that are relevant both locally and globally.
PILO 9: Value ethical and socially responsible actions	Students will be expected to reflect on and debate about ethical issues in popular cultural practices, especially in emerging online communities.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students will be expected to demonstrate the attitude to discover connection between local and global popular cultural practices.

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Group project