

<b>Subject Code</b>	ENGL5003
<b>Subject Title</b>	Popular culture and English
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>This subject aims to</p> <ol style="list-style-type: none"> <li>develop students' critical awareness of popular culture, as text and as activity, focussing on the ways in which commercial and media entertainment inscribes cultural practises and identities;</li> <li>discuss folk and mass cultures, and tensions between popular and high culture including contemporary electronic media;</li> <li>discuss apparent boundaries between media and reality, and consider how consumerism shapes everyday life, how consumerism shapes social and personal interactions in private life, public life, business and the workplace;</li> <li>discuss themes such as hegemony, racial and gender stereotyping and construction, globalisation and hybridization of media in popular culture industry.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>master theoretical concepts and apply them to the analysis of popular culture artefacts;</li> <li>understand the role of popular culture in society and how it contributes to the construction of identities, leading to a better understanding of oneself and others;</li> <li>demonstrate awareness of popular culture in its different manifestations as part of creative/cultural industry</li> <li>display critical and creative thinking through the analysis and discussion of popular culture artefacts.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>● Defining and explaining popular culture: theories and frameworks for the analysis of popular cultural artefacts.</li> <li>● Pop culture in contemporary society</li> <li>● Defining and explaining popular culture</li> <li>● Books as pop culture: literature and fashion</li> <li>● Cinema: literature, movies and language</li> <li>● Comics as pop cultural artefacts: history and criticism</li> <li>● Music: pop music and performance</li> <li>● Magazines: pop culture and pop language</li> </ul>

<b>Teaching/Learning Methodology</b>	This subject applies theories from cultural studies to examples from western and Asian popular cultures in the areas of media, the classroom, the workplace, and business. Lectures will be interactive.																																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="536 416 1481 878"> <thead> <tr> <th data-bbox="536 416 826 629" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="826 416 1023 629" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1023 416 1481 555">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1023 555 1102 629">a</th> <th data-bbox="1102 555 1182 629">b</th> <th data-bbox="1182 555 1262 629">c</th> <th data-bbox="1262 555 1342 629">d</th> <th data-bbox="1342 555 1422 629"></th> <th data-bbox="1422 555 1481 629"></th> </tr> </thead> <tbody> <tr> <td data-bbox="536 629 826 701">1. Portfolio</td> <td data-bbox="826 629 1023 701">60%</td> <td data-bbox="1023 629 1102 701">✓</td> <td data-bbox="1102 629 1182 701">✓</td> <td data-bbox="1182 629 1262 701">✓</td> <td data-bbox="1262 629 1342 701">✓</td> <td data-bbox="1342 629 1422 701"></td> <td data-bbox="1422 629 1481 701"></td> </tr> <tr> <td data-bbox="536 701 826 808">2. Group presentation</td> <td data-bbox="826 701 1023 808">40%</td> <td data-bbox="1023 701 1102 808">✓</td> <td data-bbox="1102 701 1182 808">✓</td> <td data-bbox="1182 701 1262 808">✓</td> <td data-bbox="1262 701 1342 808">✓</td> <td data-bbox="1342 701 1422 808"></td> <td data-bbox="1422 701 1481 808"></td> </tr> <tr> <td data-bbox="536 808 826 878">Total</td> <td data-bbox="826 808 1023 878">100 %</td> <td colspan="6" data-bbox="1023 808 1481 878"></td> </tr> </tbody> </table> <p data-bbox="536 936 1369 1003">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="536 1048 1481 1301" style="list-style-type: none"> <li data-bbox="536 1048 1481 1189">1. The portfolio will be an in-depth case study of pop cultural artifacts, and will involve research, analysis, application of critical methodologies, and discussion on part of students on how the artifacts gain significance in society.</li> <li data-bbox="536 1189 1481 1301">2. In groups, students will present analysis of a pop cultural artifact, and demonstrate critical and theoretical awareness in the discussion of aspects of pop culture in contemporary society</li> </ol>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Portfolio	60%	✓	✓	✓	✓			2. Group presentation	40%	✓	✓	✓	✓			Total	100 %																
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<b>Reading List and References</b>	<p data-bbox="536 1753 1481 1899">Bateman, John &amp; Veloso, Francisco O. D. (2013). The semiotic resources of comics in movie adaptation: Ang Lee’s Hulk (2003) as a case study. <i>Studies in Comics, Volume 4, Number 1.</i>, pp 135-157. <i>Doi:10.1386/stic.4.1.135-1.</i></p> <p data-bbox="536 1899 1481 1973">Trier-Bieniek, A and Leavy, P (eds) (2014) <i>Gender and Pop Culture: A Text-Reader</i>. Sense Publishers: Boston</p> <p data-bbox="536 1973 1481 2047">Bordo, Susan. (1999). <i>The Male Body: A New Look at Men in Public and in Private</i>. New York: Farrar, Straus and Giroux.</p> <p data-bbox="536 2047 1481 2116">Rachel Bowlby. (1993). <i>Shopping with Freud</i>. New York and London: Routledge.</p>																																																						

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	Webster, Frank, "Cultural Studies and Sociology at, and after, the closure of the Birmingham School," <i>Cultural Studies</i> , 18 (6) 2004: 847-62.
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Revised by Aditi Bhatia, April 2017