



- \* Students will be able to articulate how cultural values are related to their social and historical contexts.
- \* Students will be able to produce a close reading of a cultural text, describing how specific elements contribute to overall meaning.
- \* Students will be able to develop effective written arguments, integrating their own analyses and interpretations of primary texts with information from class lectures and discussions
- \* Students will demonstrate active engagement with global and national problems with relevance to the Tampa Bay area
- \* Students will be able to evaluate the impact of individual choices on local and global communities.
- \* Students will be able to communicate ideas and information to diverse audiences.
- \* Students will connect and extend knowledge (facts, theories, etc.) from their own academic fields of study to civic engagement and their own participation in civic life, politics, and government.
- \* Students will demonstrate the ability to comprehend, express, and adapt to ideas based on others' perspectives.
- \* Students will independently and accurately apply ethical perspectives and concepts to ethical questions or civic projects as appropriate and demonstrate the ability to consider the full implications of this application.
- \* Students will utilize collaborative skills to plan and execute a rigorous project central to the course learning outcomes, employing flexibility and internal conflict resolution as necessary.

### **Integration of This Course into Your Academic Experience:**

Your undergraduate experience at USF is necessarily framed by the larger context of contemporary American culture. The social, political, and economic trends that you are subjected to reflect the values and the choices that have been implemented in the past. In completing this course, you will repeatedly be brought to reflect on the role that your upbringing and education, including your university education, has played in shaping your views on a number of key social issues. You will carry the critical analytical skills learned in this course with you throughout the rest of your education and beyond, and you will be able to apply that analytical perspective in your respective

**Extra Credit Policy:** There is no extra credit available in this course.

**Grades of “Incomplete”:**

incomplete and only when the student is otherwise earning a passing grade. The time limit for limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one

**Required Texts:**

Classes **require your participation** in discussions of the **assigned texts**. Make sure you come to

pattern

- \* ascertain how this intervention could most practicably be achieved in the Tampa Bay area
- \* act to achieve this intervention
- \* reflect critically as individuals on the collaborative learning and civic engagement experience.

## **Course Schedule**

**M January 8:** Introduction: Course Structure and Civic Engagement Projects

### **Social Issues and Cultural Contexts**

**W January 10**

Reading: \* Vance, *Hillbilly Elegy*, pp. 18-28 and 139-145

Lecture: Poverty

**M January 15: No school: MLK Day**

**W January 17**

Reading: <https://www.usnews.com/news/best-states/texas/articles/2023->

### **M February 5**

Viewing: \* *The River* (1984)

### **W February 7**

**Due:** 4-page paper (#GEA1) on a cultural cause of a social problem. Use this paper as an opportunity to **demonstrate your ability to connect and extend knowledge from the field of American Studies to your own civic engagement.** and to **demonstrate your ability to comprehend, express, and adapt to ideas based on others' perspectives.** Use credible sources and cite them properly.

Lecture: media simulacrum and the performative self

### **M February 12**

Lecture: posthumanism and neurodiversity  
(groups of 4 assigned)

### **W February 14**

Viewing: \* *Sorry to Bother You* (2018)

## **Cultural History: 1900s-1920s**

### **M February 19**

**Due:** 1-page identification and justification of your group's civic-engagement issue (#GEA2)

Lecture: the industrial city, immigration, and social science

### **W February 21**

Reading: \* Andrew

Lecture: Preservation and Fitness

### **M February 26**

**Due:** 4-5-page group paper summarizing the **history** -engagement issue as a pattern of cultural practice, and using this history to **analyze the best point of intervention** in that pattern. (#GEA2)

Lecture: Efficiency and Advertising (Human Engineering)

### **W Feb 28**

**Midterm Test (in class)**

**M March 4** Reading: *Cheaper by the Dozen*, chapters 1, 5-6, 10-11, 13, 15, and 17

Lecture: Modernism

### **W March 6:**

**Due:** 1-page description of your group's planned civic-engagement activity (#GEA2)

Lecture: Mass Culture and the Folk Revival



**M April 22 5 presentations**

**W April 24: 4 presentations**

**Final test: in-class. See final exam matrix for time.**

**Due (along with final test): 2-3 pp. individual critical reflections on the collaborative learning experience (#GEA2)**