



I. GENERAL COURSE INFORMATION

Subject and Number: American Studies 7
Descriptive Title: History of American Popular Culture
Course Disciplines: History or English
Division: Behavioral and Social Sciences

Catalog Description:

This interdisciplinary course examines how popular culture contributes to the search for meaning in everyday American life. Various forms of popular culture including music, film, television, advertising, sports, fashion, design, toys, magazines, comic books, and cyber culture will be analyzed. Students will assess how American popular culture reveals historical forces at work that influence our lives.

Conditions of Enrollment:

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 3/18/1996
Transfer UC: X Effective Date: July 1997

General Education:

El Camino College:
2A – Social and Behavioral Sciences – American Society and History
 Term: _____ Other: _____

CSU GE:
C2 - Humanities
 Term: Fall 2008 Other: _____
D7 - Interdisciplinary Social and Behavioral Science
 Term: Fall 1997 Other: _____

IGETC:
3B - Humanities
 Term: Fall 2008 Other: _____
4G - Interdisciplinary, Social & Behavioral Sciences
 Term: Fall 1997 Other: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. In a written assignment, oral presentation or creative work, students will apply interdisciplinary methodologies to develop an original arguments about American popular culture, and students will use those methods to prove the validity of their interpretation.
2. In class discussions and/or written assignments, students will recognize their own moral systems and use them to make ethical judgments about popular culture.
3. In an exam or written assignment, students will demonstrate an understanding of the diverse methodologies used to study and critique American popular culture.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Define and apply culture theory to American popular culture in terms of what is distinctly American and popular culture.
 - Essay exams
2. Identify and distinguish between various forms of popular culture, such as high-brow, low-brow, and youth culture.
 - Essay exams
3. Identify innovations and trends that appear in the Gilded Age and analyze their role in reflecting and shaping contemporary concerns and expectations.
 - Essay exams
4. Assess several innovations in popular culture that appear at the turn of the 20th century and can be associated with the emergence of modernity in the United States.
 - Essay exams
5. Define major historical, political, social, and economic forces and interpret their influence on American popular culture from Prohibition through the end of the Great Depression.
 - Essay exams
6. Differentiate and recognize the merits and dangers of popular culture masked within media structures such as film, music, and comic books.
 - Essay exams
7. Follow the evolution of the American aesthetic and analyze how popular culture created an identity that was distinctly American.
 - Essay exams
8. Identify and examine social, economic, and political influences on American popular culture.
 - Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to the History of American Popular Culture A. Cultural Theories 1. High-Brow 2. Low-Brow 3. Youth Culture 4. Gender 5. Race B. Historical Forces and Their Impact C. American Aesthetic: Perceptions of Beauty D. Major Forms of Popular Expression
Lecture	6	II	Leisure and Consumer Culture in the Gilded Age (1870-1900) A. Creation of Leisure Time 1. The Museum 2. Coney Island and Other Amusement Parks B. Mass Marketing and Birth of Consumer Culture 1. Mr. Sears Catalogue and Montgomery Ward 2. Women's Magazines C. The Sporting Life D. Literature, Pulp Fiction, and Yellow Journalism E. Thomas Edison as Filmmaker F. Photography: An American Cultural Archive
Lecture	3	III	Modernism and the Progressive Era (1889-1920) A. Ragtime B. Harry Houdini and Flag Sitting C. Vaudeville and Minstrel Shows D. Essence of Beauty: The Gibson Girl
Lecture	9	IV	Jazz Age: Evolution of a Youth Culture (1920-1930) A. The Death of Victorianism B. New American Icons in Art, Literature, Sports, Music, and Science C. Hard Boiled Crime and Detective Novels D. Blues, Jazz, and George Gershwin E. The Harlem Renaissance F. Hemingway and Fitzgerald G. George Babbitt and the World of Gadgetry H. More Cars on the Bigger and Better Highways I. Movies that Talk
Lecture	9	V	New Deal Liberalism: The Great Depression (1930-1940) A. Hard Boiled Crime and Detective Movies B. Superheroes and American Myths C. New American Icons in Art, Literature, Sports, Music, and Science

			<p>D. Disney Animation</p> <p>E. Maturation of the Youth Culture and the American Aesthetic</p> <p>F. John Steinbeck</p> <p>G. Woody Guthrie: An American Troubadour</p>
Lecture	9	VI	<p>World War II and the Cold War</p> <p>A. Film Noir</p> <p>B. The Zoot Suit</p> <p>C. Comic Books and World War II</p> <p>D. The American Woman Comes of Age: Rosie the Riveter</p> <p>E. Baseball Crosses the Color Line</p> <p>F. Anti-Communism</p> <p>G. New American Icons in Art, Literature, Sports, Music, and Science</p>
Lecture	4	VII	<p>The Era of Consensus and Division (1950s)</p> <p>A. Levittown: An Ideal American Suburb</p> <p>B. Television</p> <p>C. Disneyland</p> <p>D. Civil Rights Movement</p> <p>E. Rock and Roll</p> <p>F. The Beat Generation</p> <p>G. New American Icons in Art, Literature, Sports, Music, and Science</p>
Lecture	5	VIII	<p>Clash of Cultures: Conservatism Versus Liberalism (1960s)</p> <p>A. The Making of the Counter Culture</p> <p>B. Viet Nam War</p> <p>C. Women's Movement</p> <p>D. Student Unrest</p> <p>E. Haight-Ashbury and Woodstock</p> <p>F. Independent Film</p>
Lecture	6	IX	<p>Dangers of Popular Culture Masked within Society (1970s and Beyond)</p> <p>A. Merchants of Cool</p> <p>B. Cyberspace: The World Wide Web and the Internet</p> <p>C. Hip-Hop Versus Rap</p> <p>D. Bart Simpson</p> <p>E. Reality TV</p> <p>F. Televangelism</p> <p>G. Popular Culture in the Classroom</p> <p>H. Ranch or Popular Culture?</p>
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read *Farewell My Lovely* by Raymond Chandler. Write an essay five-pages in length. Identify the historical forces changing the country at the time this novel was written and analyze how this novel reflects these changes. Discuss the aspects of American life Chandler wanted to expose and evaluate the significance that the novel has for contemporary American society.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a seven-to ten-page research paper on American popular culture, analyze a work of popular culture of your own choosing such as art, literature, film, music, animation, marketing, or technology. Discuss the topic in its proper historical and cultural context and include in your assessment its impact on American popular culture.
2. "The X-Men are hated, feared and despised collectively by humanity for no other reason than they are mutants. So what we have here intended or not is a book that is about racism, bigotry and prejudice."

Uncanny X-Men
Chris Claremont, 1981

The backdrop of the X-Men stories, created by Stan Lee and Jack Kirby is the turbulent years of the 1950s and the 1960s. In the midst of the Civil Rights Movement, The New Frontier, the Cold War and Viet Nam, the X-Men were born. The X-Men served as symbols for real world groups that were treated poorly because of their identities or differences.

After careful consideration of the above, in a five-to seven-page essay, identify the themes confronting society during those turbulent Civil Rights Movement years. How are those themes represented in the X-Men experiences in the Marvel Universe?

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Written homework
Term or other papers
Other (specify):
Book review or oral presentation

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

LeRoy Ashby. With Amusement for All: A History of American Popular Culture since 1830. University Press Of Kentucky, 2012 (Discipline Standard).

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks and answering essay questions. A student's success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.
ENGL 1 – Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1 – Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Maria Brown and Stephen Branch on 10/02/1995.

BOARD APPROVAL DATE: 03/18/1996

LAST BOARD APPROVAL DATE: 11/18/2019

**Last Reviewed and/or Revised by: Hong Herrera Thomas
18192**

Date: September 4, 2019