



**COURSE OUTLINE : SOC S 110**

**D Credit – Degree Applicable**

**COURSE ID 010229**

**Cyclical Review: February 2020**

**Revision: October 2021**

**COURSE DISCIPLINE :** SOC S  
**COURSE NUMBER :** 110  
**COURSE TITLE (FULL) :** American Pop Culture  
**COURSE TITLE (SHORT) :** American Pop Culture  
**ACADEMIC SENATE DISCIPLINE:** Social Science

**CATALOG DESCRIPTION**

SOC S 110 is an interdisciplinary course that examines how popular culture impacts everyday American life. Various forms of popular culture including music, film television, advertising, sports, fashion, design, toys, magazines, comic books and cyber culture are analyzed. Students assess how American popular culture reveals historical forces at work that influence the lives of people living in the United States. Via a contextualized discussion of American popular culture, this course introduces students to other academic fields such as History, Ethnic Studies, Political Science and Economics.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 141.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
2	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
3	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks;	Yes
4	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
5	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
6	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
7	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
9	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
10	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
11	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
12	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
13	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes



**EXIT STANDARDS**

- 1 Define and apply culture theories to forms of American popular culture;
- 2 identify and distinguish between various forms of popular culture such as elite, folk, and youth culture;
- 3 assess 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;
- 4 recognize and distinguish major historical, political, social, and economic forces that influence American popular culture from the Gilded Age to the present;
- 5 identify forms of popular culture and evaluate its influence on the behavior and attitudes of people living within American society.

**STUDENT LEARNING OUTCOMES**

- 1 compare and contrast various historical concepts and different interpretations of popular culture’s influence in the United States;
- 2 evaluate and differentiate the impact of race, ethnicity, gender and class within popular culture on American society;
- 3 identify and critique various political, economic, and social forces that have been key to the nation’s development of popular culture and its lasting influence on domestic and global affairs.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Introduction to the History of American Popular Culture <ul style="list-style-type: none"> <li>• Culture theories: high brow, low brow, youth culture, gender, race</li> <li>• Historical forces and their impact on popular culture</li> <li>• The American aesthetic: perceptions of beauty and happiness</li> <li>• Major forms of popular expression</li> </ul>	6	0	6
2	Leisure and Consumer Culture in the Gilded Age (1870-1920) <ul style="list-style-type: none"> <li>• The creation of leisure time: museum, amusement parks, dance halls</li> <li>• Mass marketing and birth of consumer culture</li> <li>• American sports</li> <li>• American literature as a form of popular culture</li> <li>• Technological innovations: silent film, photography</li> </ul>	6	0	6



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3	<p>Jazz Age: Evolution of Youth Culture (1920-1930)</p> <ul style="list-style-type: none"> <li>• Roaring twenties</li> <li>• Blues and jazz</li> <li>• The Harlem Renaissance</li> <li>• American literature and/or novelists</li> <li>• Technological innovations: cars, radio, “talkies”</li> </ul>	6	0	6
4	<p>The Great Depression and New Deal Liberalism (1930-1940)</p> <ul style="list-style-type: none"> <li>• Golden age of Hollywood: Hollywood studio system</li> <li>• American mythology: superheroes and comic books</li> <li>• Disney animation</li> <li>• American literature and/or novelists</li> <li>• American music</li> </ul>	6	0	6
5	<p>Cultural Changes from World War II</p> <ul style="list-style-type: none"> <li>• Film noir</li> <li>• Racial divides (Hispanic, Black &amp; Japanese)</li> <li>• Comic books</li> <li>• American workplace</li> <li>• Communism</li> </ul>	6	0	6
6	<p>Era of Consensus and Division (1950s)</p> <ul style="list-style-type: none"> <li>• The American suburb</li> <li>• Television</li> <li>• Civil rights movement</li> <li>• American music</li> <li>• Disneyland</li> </ul>	6	0	6
7	<p>Culture Class – Conservatism vs. Liberalism (1960s)</p> <ul style="list-style-type: none"> <li>• Counter culture</li> <li>• The Viet Nam War</li> <li>• Women’s movement</li> <li>• Student movements</li> <li>• Minority group civil rights</li> <li>• The new conservative right</li> </ul>	6	0	6
8	<p>Backlash of the 1970s and 1980s</p> <ul style="list-style-type: none"> <li>• American music</li> <li>• Foreign policy crisis’: the oil embargo, the Olympics, Iran hostages</li> <li>• Rise of Reagan &amp; Conservatism</li> <li>• Women in the workplace</li> </ul>	3	0	3



9	Power of Popular Culture Masked within Society 1990s <ul style="list-style-type: none"> <li>• Reality T.V.</li> <li>• Music genres: grunge vs. rap</li> <li>• Raunch culture</li> </ul>	3	0	3
10	Contemporary Issues in Popular Culture	6	0	6
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

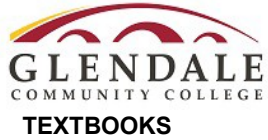
- 1 read, analyze, and critically respond to primary sources from the 19th, 20th, and 21st century (e.g., examine advertisements during a particular decade and respond in writing whether the ads are reflecting or responding to American culture);
- 2 conduct out of class research (e.g., locate and analyze primary source documents and secondary source documents for essays);
- 3 write a thousand word essay using primary and secondary sources to prove an argument (e.g., choose a twenty year time span and compare and contrast the influences of youth culture in our nation during that time span).

**METHODS OF EVALUATION**

- 1 in-class response essays;
- 2 class participation;
- 3 three to five one-hour in-class midterm examinations;
- 4 final examination.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



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<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
An Introduction to Popular Culture in the U.S.	Required	Bloomsbury Academic	1	Print	Brandt, Jenn	9781501320576	2018