

SOC S110 : American Pop Culture

General Information

Author:	<ul style="list-style-type: none">Michelle Stonis
Course Code (CB01) :	SOC S110
Course Title (CB02) :	American Pop Culture
Department:	SOC S
Proposal Start:	Spring 2025
TOP Code (CB03) :	(2201.00) Social Sciences, General
CIP Code:	(45.0101) Social Sciences, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000564446
Curriculum Committee Approval Date:	06/12/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	02/01/2020
Course Description and Course Note:	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.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Social Science
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area

4G-Interdisciplinary, Social & Behavioral Sciences

Area

Interdisciplinary, Social & Behavioral Sciences

Status

Approved

Approval Date

08/31/2015

Comparable Course

No Comparable Course defined.

CSU GE-Breadth Area

D7-Interdisciplinary Social or Behavioral Science

Area

Interdisciplinary Social or Behavioral Science

Status

Approved

Approval Date

08/31/2015

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience

Credit Course.

Not Applicable.

Education Status (CB10)

Variable Credit Course

Weekly Student Hours

Course Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Duration (Weeks)	18
Hours per unit divisor	54

Course In-Class (Contact) Hours

Lecture	54
Laboratory	0
Studio	0
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Presentations

Out of Class Assignments

- Read, analyze, and critically respond to primary sources from the 19th, 20th, and 21st centuries (e.g., examine advertisements during a particular decade and respond in writing whether the ads are reflecting or responding to American culture)
- Conduct out-of-class research (e.g., locate and analyze primary source documents and secondary source documents for essays)

- Write a thousand-word essay using primary and secondary sources to prove an argument (e.g., choose twenty years and compare and contrast the influences of youth culture in our nation during that time span).

Methods of Evaluation

Exam/Quiz/Test

Rationale

In-class response essays

Exam/Quiz/Test

Three to five one-hour in-class examinations

Exam/Quiz/Test

Final examination

Textbook Rationale

No Value

Textbooks

Author

Title

Publisher

Date

ISBN

Brandt, Jenn

An Introduction to Popular Culture in the U.S.

Bloomsbury Academic

2018

9781501320576

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Define and apply culture theories to forms of American popular culture.

identify and distinguish between various forms of popular culture such as elite, folk, and youth culture.

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.

Recognize and distinguish major historical, political, social, and economic forces that influence American popular culture from Gilded Age to the present.

Identify forms of popular culture and evaluate its influence on the behavior and attitudes of people living within American society.

SLOs

Evaluate and differentiate the impact of race, ethnicity, gender and class within popular culture on American society.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
SOC Sociology AA-T Degree	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global
SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
SOC S Social Sciences	Demonstrate critical thinking skills and a basic understanding of the complex interrelationships between human kind and the biophysical environment
	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world
SOC Social Work and Human Services AA-T	Explain the qualities and characteristics of effective human service professionals that view clients as whole persons in the context of their family, culture, and community using a biopsychosocial perspective.

Identify and critique various political, economic, & social forces that have been key to the nation's development of popular culture and its lasting influence on domestic and global affairs.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

Compare and contrast various historical concepts and different interpretations of popular culture's influence in the United States.

Expected Outcome Performance: 70.0

ILOs Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
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SOC Sociology - AA-T	Critically analyze and evaluate social phenomena, which involve social institutions and processes, within various contexts from the local to the global.
SOC S Social Sciences	Developed a broad and critical understanding of the complex interconnections between the human and environmental forces in their world

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Introduction to the History of American Popular Culture (6 hours)

- Culture theories: high brow, low brow, youth culture, gender, race
- Historical forces and their impact on popular culture
- The American aesthetic: perceptions of beauty and happiness
- Major forms of popular expression

Leisure and Consumer Culture in the Gilded Age (1870-1920) (6 hours)

- The creation of leisure time: museum, amusement parks, dance halls
- Mass marketing and birth of consumer culture
- American sports American literature as a form of popular culture
- Technological innovations: silent film, photography

Jazz Age: Evolution of Youth Culture (1920-1930) (6 hours)

- Roaring twenties
- Blues and jazz
- The Harlem Renaissance
- American literature and/or novelists
- Technological innovations: cars, radio, "talkies"

The Great Depression and New Deal Liberalism (1930-1940) (6 hours)

- Golden age of Hollywood: Hollywood studio system
- American mythology: superheroes and comic books
- Disney animation American literature and/or novelists
- American music

Cultural Changes from World War II (6 hours)

- Film noir
- Racial divides (Hispanic, Black & Japanese)
- Comic books
- American workplace
- Communism

Era of Consensus and Division (1950s) (6 hours)

- The American suburb
- Television
- Civil rights movement
- American music
- Disneyland

Culture Class – Conservatism vs. Liberalism (1960s) (6 hours)

- Counter culture
- The Viet Nam War
- Women's movement
- Student movements
- Minority group civil rights
- The new conservative right

Backlash of the 1970s and 1980s (3 hours)

- American music
- Foreign policy crisis: the oil embargo, the Olympics, Iran hostages
- Rise of Reagan & Conservatism
- Women in the workplace

Power of Popular Culture Masked within Society 1990s (3 hours)

- Reality T.V.
- Music genres: grunge vs. rap
- Raunch culture

Contemporary Issues in Popular Culture (3 hours)**Total Hours: 54****Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Social Sciences

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources**Did you contact your departmental library liaison?**

No

If yes, who is your departmental library liason?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value