

Glendale College Course Outline of Record Report

Course ID 010780
Created - May 2025

SOC S110H : Honors American Popular Culture

General Information

Author:	<ul style="list-style-type: none"> Michelle Stonis Fishman, Robyn
Course Code (CB01) :	SOC S110H
Course Title (CB02) :	Honors American Popular Culture
Department:	SOC S
Proposal Start:	Spring 2026
TOP Code (CB03) :	(2201.00) Social Sciences, General
CIP Code:	(45.0101) Social Sciences, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000654144
Curriculum Committee Approval Date:	05/28/2025
Board of Trustees Approval Date:	07/08/2025
Last Cyclical Review Date:	05/28/2025
Course Description and Course Note:	SOC S 110H is an interdisciplinary course that examines how popular culture impacts everyday American life by analyzing various forms, including music, film, television, advertising, sports, fashion, design, toys, magazines, comic books, and cyberculture. Through a contextualized discussion of American popular culture, students assess how historical forces have shaped life in the United States while being introduced to related academic fields, including History, Ethnic Studies, Political Science, and Economics. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentations of research, experiential learning, metacognitive reflection, and service learning.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

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

Pending

Cal-GETC

Area 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 4: Social and Behavioral Sciences

Area

Social and Behavioral Sciences

Status

Pending

Approval Date

No value

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)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

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

Course Student Hours

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

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.

- 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

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- 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

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- 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.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
SOC S110	No Value

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)
- Write a 10-page research paper demonstrating critical thinking (e.g., analyze five different primary sources within a category, such as film or advertisements, and explain their broader impact in popular culture) (Honors Enhancement)

Methods of Evaluation

Rationale

Writing Assignment

Write a 10-page research paper demonstrating critical thinking (e.g., analyze five different primary sources within a category, such as film or advertisements, and explain their broader impact in popular culture) (Honors Enhancement)

Exam/Quiz/Test

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
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Marcel Danesi	Popular Culture	Rowman & Littlefield	2023	978-1538171301
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Other Instructional Materials (i.e. OER, handouts)

No Value

Learning Outcomes**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

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

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

Expected Outcome Performance: 70.0

Course Content**Lecture Content****Introduction to the History of American Popular Culture (6 hours)**

- Culture theories: youth culture, gender, race
- "High brow" and "Low brow": the negative connotations, racial hierarchy, and phrenology
- 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
- The rise of advertising
- Television
- Civil rights movements
- American music
- Disneyland
- Modern gay rights movement and the Lavender Scare

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

- Counter culture
- The War on Drugs and broken windows policing: silencing dissent and consolidating power
- The Vietnam War
- Women's movement
- Student movements
- American minority groups and civil rights
- The new conservative right and moral majority

Backlash of the 1970s and 1980s (6 hours)

- American music
- Breakdancing
- Foreign policy crises: the oil embargo, the Olympics, and the Iran hostages
- Rise of Reagan & Conservatism
- Women in the workplace and working mothers

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

- Reality Television
- Music genres: grunge vs. rap
- Riot grrrls and the concerns of Third-wave feminism
- Raunch culture

Contemporary Issues in Popular Culture (3 hours)

- Social media and mental health
- Artificial Intelligence and its influence on art
- Body positivity and body neutrality

Total Hours = 54

Additional Information**Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Fall/Spring/Summer

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