

Spring I 2021

HIS/AMS 295.01 **Foundations of U.S. Popular Culture**

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Monday-Friday 1:00-2:50 pm ALL times on this syllabus are listed in the CENTRAL TIME ZONE. Almost all of the work for this class can be completed asynchronously, and all live class meetings are optional. The Monday (optional) class meetings will be recorded, and students may view them afterward.

I am with you all the time--even though our class is online. Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible (especially right now), and I will always listen to you. Share your triumphs, too.

Please get in the habit of contacting me frequently and of connecting with your classmates. The largely asynchronous nature of our work means we have to make an effort to contribute and communicate. We will stay connected!

We are studying in a time of global crisis, and life will not always proceed as we envision it. I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another during these tough times.

Course Objectives

Course Focus:

Students in this course will examine the creation and expansion of American popular culture in the nineteenth century as they focus on diverse cultural forms: dime novels, newspapers, music, sports, cartoons, material culture, theater, minstrel shows, magazines, etc. The course will focus particularly on how ideas and structures of race, class, and gender were changed and reinforced by American popular culture.

We will also take up a number of important theoretical issues involved in the study of popular culture. Questions we will consider include: What is the difference between popular and “high” culture? How did popular culture both help reinforce hierarchies and allow people to push back against them? Did the forms of popular culture influence the kinds of messages people could express? Was popular culture in the nineteenth century different from the forms of mass-media that took shape in the twentieth century and continue to develop in the twenty-first century? How did historical events of the nineteenth century influence popular culture and vice versa? How did the nineteenth century pave the way for modernity?

Together we will examine how various historians, popular culture critics, and theorists have analyzed nineteenth-century American popular culture, and we will analyze many forms of popular culture ourselves. We will focus heavily on matters of interpretation and evidence.

Skills Objectives:

This course challenges students to form their own arguments about the past as they examine primary sources and evaluate how other historians and cultural critics have composed their arguments. Students will enhance their skills at critical thinking, research, reading, speaking, writing, and developing arguments as they engage in a dialogue with the past. We will also improve our interdisciplinary skills as we examine material through historical and American studies lenses.

In writing assignments, students in this course will work on strengthening their abilities to revise, to analyze coherently, to argue from sources (both primary and secondary), and to use appropriate grammar and style. Historians, as the members of a specific academic discipline, use particular conventions in their writing. Students will learn to recognize many of these conventions in their readings and will integrate historical research skills and writing as they learn strategies to improve their own written work.

Student Responsibilities:

- To be a good part of the peer community in this course, you must be present and participate. That includes “being present” online—please participate in the daily work flow.
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments. P-web will also feature course announcements and other required material. Each unit has a folder on P-web with details about the daily materials and assignments. Be sure to check the daily work flow each and every week day. The optional class meetings also take place in P-web under the “collaborate” tab, and you will find links in the daily work-flow folders.
- Join in all small-group work, online discussion posts, online activities, and (as you can) live discussions.
- Communicate with Prof. Purcell frequently.
- Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Purcell expects you to ask for help, and she will give it.
- Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here:
[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)

- Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>
- Engage respectfully and vigorously with your classmates. We will *certainly* disagree many times over the semester as we debate primary and secondary sources (and even current events), but keep in mind our common goal of advancing group knowledge. Be respectful and well prepared.
- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events and cultural forms full of racism, violence, and disorder of all kinds. Take care of yourself as you learn to engage with difficult topics from the past that are, nonetheless, vital to understanding the world.

Note: Some of our primary sources contain extremely offensive language and imagery. To quote literary scholar Dr. Koritha Mitchell, we are scholars, “not re-enactors, so we need not let the text dictate what we *give life to* in the classroom (korithamitchell.com).” The same goes for our online discussion. We can’t eliminate all racist, sexist, and other offensive language in our sources—but we always need to remember the historical context. Some slurs are too much. I, for one, do not ever say “the N-word” out loud (or typed in a discussion board), and I expect no one to do so in this class. If you want to read a quotation out loud (or type one) with the word in it, just say “N” or “N-word,” instead. Please be sensitive to other slurs, also, and feel comfortable substituting a similar short-hand substitution in our discussions. We have to grapple with these concepts, but we do not have to give voice to hatred.

Prepare yourself when encountering primary sources—they may all contain upsetting material. Reach out if you need extra support—we can analyze this material and learn how people in the past fought back without letting the material ruin us, and Prof. Purcell can help.

Student Support:

- You can expect support from Prof. Purcell for any kind of need (personal or academic) in this class. Feel invited to call, text, or email her at any time. If you have any questions or need help of any kind, you can always start by asking Prof. Purcell, who will meet with you privately via phone, P-web “Collaborate,” or WebEx any time—just email her for an appointment.
- You may consult with the Grinnell College Writing Lab on any assignment in this course. Make an appointment [here](#).
- If you experience any tech problems at all, please let Prof. Purcell know, and she will help you contact the relevant Grinnell College office to get help solving your issues. We can also work around any tech issues with class materials.
- For health needs (physical and mental), please consult with Student Health and Wellness [here](#), and scroll down to see options for students residing inside Iowa or students residing outside Iowa.

If you require accommodation for any diagnosed disability, please speak with Prof. Purcell during the first few days of class. Grinnell College (and Prof. Purcell) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact Jae Hirschman at 641-269-3710 or email [hirschma]. Information available [here](#).

Grading and Deadlines

Grades will be assigned in the course according to the following formula:

Discussion Board posts	15%
Discussion Board leadership post	5%
Online engagement (ArtStor, Hypothes.is, etc.)	5%
Research assignments (each)	10%
Cartoon Paper	12.5
Take-Home Quizzes (each)	10%
Take-Home Final	22.5%

Deadlines:

February 5: Take-home Quiz #1 February 12: Research Assignment #1

February 19: Take-Home Quiz #2 February 26: Cartoon Paper

March 5: Research Assignment #2 March 23: Take-Home Final Exam

Work flow:

Check unit folders on P-web every week day to see exactly how to interact with the materials for each day and for assignment instructions. Keep up with daily discussion posts, online activities, and assignments by following the work flow in the unit folders *every week day*. You will find all links and instructions in P-web, so start there.

Discussion leading: Each student will be responsible for posting a “lead” discussion post about a source or article ONE time during the term (in addition to the daily discussion board and other online engagement in the class). Students will have some flexibility about when they lead discussion: timing and clear expectations will be distributed via email. If you want to volunteer for a specific date in advance, let Prof. Purcell know.

Fridays 1-3: Prof. Purcell is available online (collectively to whomever shows up) to answer questions, discuss class, or talk about whatever else you need (and you can always contact her for a private appointment at any time). These meetings are not recorded.

Mondays 1-3: Optional “Pop Culture Forum” will take place online each Monday, 1-3 pm. In the spirit of an open interdisciplinary discussion, these meetings will be a place to discuss ideas that arise from our class material, concepts from class that might be “in

the news,” or echoes of nineteenth-century popular culture that you see in the present. Come with ideas of things you’d like to discuss, or get ready to chat about topics Prof. Purcell proposes. We may also have Q&A time with special guests during some of our forum sessions. These meetings will be recorded and made available to watch on P-web.

No readings are due on Fridays (with the exception of March 12). All writing assignments (except the final exam) are due on Fridays.

The only book you need to purchase for this class is The Murder of Helen Jewett by Patricia Cline Cohen (many inexpensive used copies are available). Ask Prof. Purcell if you need help getting the book. All other readings will be online, on the open internet or through course reserves (check both the “Documents” and the “Library Resources” tabs on P-web).

UNIT I: Popular Culture and Its Precursors

Monday, February 1 Popular Culture as a Field of Study

Syllabus Quiz (ungraded) is due by 1:00 pm today.

First (optional) class meeting 1:00-3:00 pm will take place on Blackboard “collaborate.” Today’s forum will be devoted to any questions you have about our class, the syllabus, or the topic of popular culture. Find the link for class in the work flow folder for “Unit One,” Monday, February 1 in P-web.

Reading Due: Leroy Ashby, “The Rising of Popular Culture: A Historiographical Sketch” OAH Magazine of History 24 (April 2010): 11-14, <http://www.jstor.org/stable/25701403>

- Browse: Library of Congress, “John Bull & Uncle Sam: Four Centuries of British-American Relations, Popular Culture from Baseball to Rock and Roll,” https://www.loc.gov/exhibits/british/brit-7.html#skip_menu

Tuesday, February 2 Defining “Popular Culture”

Reading Due: Jim Cullen, The Art of Democracy: A Concise History of Popular Culture in the United States, Second Ed. (New York: Monthly Review Press, 2002), Preface & Introduction, pp. ix-7, <https://www.jstor.org/stable/j.ctt9qfnq1>; John Storey, Cultural Studies and the Study of Popular Culture 3rd. Ed. (Edinburgh: Edinburgh University Press, 2010), Chapter 1, pp. 1-8, <https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.3366/j.ctt1gob5qb.4>

- Advertising primary sources posted in P-web

Wednesday, February 3 Defining “Popular Culture”

Reading Due: Holt N. Parker, “Toward a Definition of Popular Culture,” History and Theory 50 (May 2011): 147-70,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/41300075>;

Angela M. Nelson, “Introduction to the Special Issue on ‘Black Popular Culture,’” The Popular Culture Studies Journal 8 (2020): 5-10, <https://mpcaaca.org/wp-content/uploads/2020/09/Nelson-Intro-BPCSI.pdf>

Thursday, February 4 Eighteenth-Century Pre-Cursors

Reading Due: Jim Cullen, The Art of Democracy, Chapter 1, pp. 9-32,

<https://www.jstor.org/stable/j.ctt9qfnq1>; Marion Rust, “What’s Wrong with ‘Charlotte Temple?’” William and Mary Quarterly 60 (January 2003): 99-118,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/3491497>; C. J.

Hughes, “Buried in the Churchyard: A Good Story At Least,” New York Times,

December 12, 2008, <https://www.nytimes.com/2008/12/13/nyregion/13trinity.html>

- Charlotte Temple excerpt: <https://www.americanyawp.com/reader/a-new-nation/susannah-rowson-charlotte-temple-1794/>

Friday, February 5

Take-Home Quiz #1 Due on P-web at 5:00 pm

UNIT TWO: Antebellum Print and Cultural Hierarchy

Monday, February 8 The Emergence of Popular Culture

Reading Due: Jim Cullen, The Art of Democracy, Chapter 2, pp. 33-86,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/j.ctt9qfnq1.6>;

- Theory Reading: Antonio Gramsci excerpts on hegemony, intellectuals, and the state (posted in Pweb)
- Browse: Godey’s Lady’s Book, 1830-1839, Hathi Trust Digital Library: <https://catalog.hathitrust.org/Record/008920204>

Tuesday, February 9 Shakespeare and Cultural Hierarchy

Reading Due: Lawrence Levine, Highbrow/Lowbrow The Emergence of Cultural Hierarchy in America (Cambridge: Harvard University Press, 1990), Prologue and Chapter 1 (E-Reserve)

- Browse: Harpweek, “Nast and Shakespeare,” (119 sample cartoons from the pages of Harper’s Weekly),
<https://thomasnast.com/Activities/NastandShakespeare/NASdefault.asp>

Wednesday, February 10 The Reading Revolution

Reading Due: Isabelle Lehuu, Carnival on the Page: Popular Print Media in Antebellum America (Chapel Hill: University of North Carolina Press, 2000), Introduction and Chapter 1 (E-Reserve)

- Theory reading: Oxford critical dictionary definitions of “carnavalesque”:
*<http://www.oxfordreference.com/view/10.1093/oi/authority.20110803095550811>
*<http://www.oxfordreference.com/view/10.1093/acref/9780192806871.001.0001/acref-9780192806871-e-1337>
*<http://www.oxfordreference.com/view/10.1093/acref/9780199213818.001.0001/acref-9780199213818-e-184>

Thursday, February 11 Print Culture and the Carnavalesque

Reading Due: Isabelle Lehuu, Carnival on the Page: Popular Print Media in Antebellum America (Chapel Hill: University of North Carolina Press, 2000), Chapters 2 & 3 (E-Reserve)

Friday, February 12 Pop Culture Forum meeting 1-3 pm on P-web “collaborate”

Research Assignment #1 Due on P-web at 5:00 pm

Unit Three: Gender, Crime, and Power: Bodies and Popular Culture

Monday, February 15 The Murder of Helen Jewett

Reading Due: Patricia Cline Cohen, The Murder of Helen Jewett: The Life and Death of a Prostitute in Nineteenth-Century New York (New York: Alfred A. Knopf, 1998), Chapters 1-6

- Theory Reading: Judith Butler, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory,” Theatre Journal 40 (December 1988): 519-531,
<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/3207893>

Tuesday, February 16 The Murder of Helen Jewett

Reading Due: Patricia Cline Cohen, The Murder of Helen Jewett: The Life and Death of a Prostitute in Nineteenth-Century New York (New York: Alfred A. Knopf, 1998), Chapters 7-13

Wednesday, February 17 The Murder of Helen Jewett

Reading Due: Patricia Cline Cohen, The Murder of Helen Jewett: The Life and Death of a Prostitute in Nineteenth-Century New York (New York: Alfred A. Knopf, 1998), Chapters 14-Epilogue

Thursday, February 18 Race, Gender, and Performance

Reading Due: Daina Ramey Berry and Kali Nicole Gross, A Black Women's History of the United States (Boston: Beacon Press, 2020), Chapter Four "Millie and Christine's Performance and the Expansion of Slavery, 1820-1860," pp. 64-86 (E-Reserve)

**Friday, February 19 Pop Culture Forum meeting 1-3 pm on P-web
"collaborate"**

Take-Home Quiz #2 Due on P-web at 5:00 pm

Monday, February 22 Archive, Theory, and Method: History and American Studies

Reading Due: Philip J. Deloria and Alexander I. Olson, American Studies: A User's Guide (Berkeley: University of California Press, 2017), Chapter 6 "Archives: A Curatorial Tool Kit," pp. 158-186,
<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.1525/j.ctv1xxw8h.9>; Markus Friedrich, trans. John Dillon, The Birth of the Archive: A History of Knowledge (Ann Arbor: University of Michigan Press, 2018), Chapter 1, "Stories and Histories of Archives, An Introduction," pp. 1-11,
<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.3998/mpub.9394529.5>

- Theory Reading: bell hooks, "Postmodern Blackness," Postmodern Culture 1 (1990), [doi:10.1353/pmc.1990.0004](https://doi.org/10.1353/pmc.1990.0004)
- Theory Reading: for further clarification, skim: Sam Han, "Structuralism and Post-structuralism," Routledge Handbook of Social and Cultural Theory (December 2013),
<https://www.routledgehandbooks.com/doi/10.4324/9780203519394.ch3>

Unit Four: Power and Resistance: Identities and Popular Culture

Tuesday, February 23 Barnum and the Arts of Deception

Reading Due: James W. Cook, The Arts of Deception: Playing with Fraud in the Age of Barnum (Cambridge: Harvard University Press, 2001), Introduction, Chapter 2, and Chapter 3 (E-Reserve);

- P. T. Barnum, The Life of P. T. Barnum, Written by Himself (New York: Redfield, 1855), HathiTrust, <https://babel.hathitrust.org/cgi/pt?id=hvd.hbob9s&view=1up&seq=5>

Wednesday, February 24 Henry “Box” Brown: resistance in body and culture

Reading Due: Hollis Robbins, “Fugitive Mail: The Deliverance of Henry ‘Box’ Brown and Antebellum Postal Politics,” American Studies 50 (Spring/Summer 2009): 5-25, <https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/41057153>

- OER Services, “Primary Source Reading, Henry Box Brown,” <https://courses.lumenlearning.com/suny-ushistory10s2xmaster/chapter/primary-source-reading-henry-box-brown/>
- State Historical Society of Iowa, “Henry ‘Box’ Brown Song and the Engraved Box, 1850,” <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/underground-railroad/henry-box-brown-song>
- Henry Brown, Narrative of the Life of Henry Box Brown, Written by Himself (Manchester, UK: Lee & Glynn, 1851), “Documenting the American South,” <https://docsouth.unc.edu/neh/brownbox/brownbox.html>

Thursday, February 25 Selling Abolitionism

Reading Due: Teresa A. Goddu, Selling Antislavery: Abolition and Mass Media in Antebellum America (Philadelphia: University of Pennsylvania Press, 2020), Chapter 6 and Chapter 7, pp. 141-218, <https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/j.ctv16t6gs4.9>

Friday, February 26 Pop Culture Forum meeting 1-3 pm on P-web “collaborate”

Cartoon Paper Due on P-web at 5:00 p.m.

Monday, March 1 Enslaved Narratives

Reading Due: Bonnie Carr O’Neill, Literary Celebrity and Public Life in the Nineteenth-Century United States, Chapter 4 “Frederick Douglass: Celebrity, Privacy, and the Embodied Self,” pp. 118-153, <https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/j.ctt1pwt6fo.8>

- Frederick Douglass, Narrative of the Life of Frederick Douglass (Boston: Anti-slavery Office, 1845), <https://docsouth.unc.edu/neh/douglass/douglass.html>

Tuesday, March 2 Minstrel Shows

Reading Due: Reading Due: Bill Barlow, “Minstrelcy,” The New Encyclopedia of Southern Culture Vol. 12 (Chapel Hill: University of North Carolina Press, 2008), 89-91, https://www.jstor.org/stable/10.5149/9781469616667_malone.20; Listen to Podcasts: Backstory Radio #267 The Faces of Racism <https://www.backstoryradio.org/shows/the-faces-of-racism> (35:13) Backstory Radio #272 Burnt Corks & Cakewalks <https://www.backstoryradio.org/shows/burnt-corks-cakewalks> (1:06) [Listen to both, even though a bit of material is repeated between the two episodes.]

- Browse and note change over time: Brown University John Hay Library, “A Century of African American Music: A Slideshow,” <https://library.brown.edu/cds/sheetmusic/afam/slideshow.html>
- Edward LeRoy Rice, Monarchs of Minstrelcy (New York: Kenny Publishing Company, 1911), pp. 1-4, Hati Trust, <https://babel.hathitrust.org/cgi/pt?id=ucw.ark:/13960/t20c5d53p&view=1up&seq=31>

Wednesday, March 3 Minstrel Shows & Power

Reading Due: Melissa M. Zapata-Rodriguez, “Minstrelcy: Iconography of Resistance during the American Civil War,” Music in Art 41 (Fall 2016): 111-127, <https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/90012991>; Elaine Frantz Parsons, “Midnight Rangers: Costume and Performance in the Reconstruction-Era Ku Klux Klan,” Journal of American History 92 (2005): 811-836, JSTOR <http://www.jstor.org/stable/3659969>

- Harper’s Weekly website of primary sources about the Klan, <https://education.harppweek.com/KKKHearings/ItemsListOf.htm>
- University of South Florida Libraries, History of Minstrelcy, “African American Minstrel Performers,” “Blind Tom,” “Williams and Walker,” <http://exhibits.lib.usf.edu/exhibits/show/minstrely/jimcrow-to-jolson/african-american-performers>

Thursday, March 4 Popular Culture/ Trans Culture

Reading Due: Genny Beeman, “Transgender History in the United States,” pp. 1-10, https://www.umass.edu/stonewall/sites/default/files/Infoforandabout/transpeople/genny_beemyn_transgender_history_in_the_united_states.pdf; Elizabeth Reis, “Transgender Identity at a Crossroads: A Close Reading of a ‘Queer’ Story from 1857,” Early American Studies 12 (Fall 2014): 652-55,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/24474874>;
Elizabeth Reis, ed. "Consider the Source: The Man Who Thought Himself a Woman,"
Early American Studies 12 (Fall 2014): 666-78,
<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/24474875>

- NYC LGBT Historic Sites Project, "Curated Themes and Tours: Pre-20th Century History," <https://www.nyclgbtsites.org/theme/19th-century-history/>

Friday, March 5 Pop Culture Forum meeting 1-3 pm on P-web "collaborate"

Research Assignment #2 Due on P-web at 5:00 pm

Unit Five: Cultural Hierarchy & Cultural Agency

Monday, March 8 The "Sacralization" of Culture

Reading Due: Lawrence Levine, Highbrow/Lowbrow The Emergence of Cultural Hierarchy in America (Cambridge: Harvard University Press, 1990), Chapter 2

- Olive Logan, The Mimic World and Public Exhibitions (Philadelphia: New World Publishing Company, 1878), "About Audiences," pp. 269-74, University of Michigan, Making of America Books,
<https://quod.lib.umich.edu/m/moa/abk2999.0001.001/293?page=root;rgn=full+text;size=100;view=image;q1=to+the+general+play>

Tuesday, March 9 Black Agency & Hierarchies

Reading Due: Lynn M. Hudson, West of Jim Crow: The Fight Against California's Color Line (Champaign: University of Illinois Press, 2020), Chapter 1 "Freedom Claims: Reconstructing the Golden State," pp. 17-55,
<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.5406/j.ctv17nmzt3.6>;

- Watch: American Experience "Jubilee Singers: Sacrifice and Glory," dir. Llewellyn Smith, Boston: WGBH, 2000), (56:44)
<https://archive.org/details/JubileeSingersSacrificeandGlory>

Wednesday, March 10 "Folk" Culture as Popular Culture

Reading Due: Curtis Marez, "Popular Culture," Keywords for Latina/o Studies ed. Deborah R. Vargas, Nancy Raquel Mirabal and Lawrence La Fountain-Stokes (New York: NYU Press, 2017), pp. 167-171,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/j.ctt1pwtbj.49>; Américo Paredes and María Herrera-Sobek, “The Corrido: An invited Lecture at the ‘Music in Culture’ Public lecture Series,” *The Journal of American Folklore* 125 (Winter 2012): 23-44,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.5406/jamerfolk.125.495.0023>

- Watch & listen: Juan Díes, “Corridos: A Mexican Ballad Tradition about Outlaws & Heroes,” Library of Congress Folklife Center, <https://youtu.be/sUGxPEekv5U> (1:05)

Unit Six: Race, Imperialism, and Cultural Power

Thursday, March 11 Buffalo Bill’s Wild West Show

Reading Due: Linda Scarangella McNenly, “Foe, Friend, or Critic: Native Performers with Buffalo Bill’s Wild West Show and Discourses of Conquest and Friendship in Newspaper Reports,” *American Indian Quarterly* 38 (Spring 2014): 143-176,

<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.5250/amerindiquar.38.2.0143>; Listen to podcast: “Studio 360, American Icons: Buffalo Bill’s Wild West Show” <http://www.wnyc.org/story/96255-american-icons-buffalo-bills-wild-west/> (52:00)

- Buffalo Bill Center of the West, “Digital Collections: Buffalo Bill,” <https://centerofthewest.org/research/mccracken-research-library/digital-collections/buffalo-bill/>
- Newspaper excerpts about Buffalo Bill’s Wild West show

Friday, March 12 Taking Sports Seriously

Reading Due: Elliot J. Gorn and Micheal Oriard, “Taking Sports Seriously,” *The Chronicle of Higher Education*, March 24, 1995, <https://cpb-us-w2.wpmucdn.com/about.illinoisstate.edu/dist/c/190/files/2019/10/Taking-Sports-Seriously.pdf>; Kathleen Bachynski, *No Game for Boys To Play*, (Chapel Hill: University of North Carolina Press, 2019), Chapter 1 “The Modern Knight Errant: Nation, Race, and the Origins of American Football,” pp. 9-27,

https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.5149/9781469653723_bachynski.6

- Browse for early images: Smithsonian Institution, “On the Gridiron: Football,” <https://www.si.edu/spotlight/football>
- *Scarlet & Black*, football reporting

Pop Culture Forum meeting 1-3 pm on P-web “collaborate”

Monday, March 15 Culture and Imperialism

Reading Due: Gary Y. Okihiro, Pineapple Culture (Berkeley: University of California Press, 2010), Introduction & Ch. 8 (E-Reserve); John W. Troutman, Kika Kila: How the Hawaiian Steel Guitar Changed the Sound of Modern Music (Chapel Hill: University of North Carolina Press, 2016), Chapter 1 “Guitar Culture in the Hawaiian Kingdom,” pp. 10-43,

https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.5149/9781469627939_troutman.5;

- Theory Reading: John Storey, Cultural Studies and the Study of Popular Culture (Edinburgh: Edinburgh University Press, 2010), Chapter 8, “Globalisation and Popular Culture,” pp. 160-72,
<https://grinnell.idm.oclc.org/login?url=https://www.jstor.org/stable/10.3366/j.ctt1gob5qb.11>

Tuesday, March 16 World’s Columbian Exposition

Reading Due: Robert W. Rydell, “World’s Columbian Exposition,” Encyclopedia of Chicago, <http://www.encyclopedia.chicagohistory.org/pages/1386.html>, Robert W. Rydell, “Into the Heart of Whiteness: The Transnational Saga of John Tevi,” European Contributions to American Studies 50 (2004): 23-33 (E-Reserve)

- WTTW, DuSable to Obama, Chicago’s Black Metropolis, “Early Chicago: The 1893 World’s Fair,” <https://interactive.wttw.com/dusable-to-obama/1893-worlds-fair>
- Chicago Architecture Center, “World’s Columbian Exposition of 1893,” <https://www.architecture.org/learn/resources/architecture-dictionary/entry/worlds-columbian-exposition-of-1893/>
- Library of Congress, “Chicago World’s Fair: Topics in Chronicling America,” <https://guides.loc.gov/chronicling-america-worlds-fair-chicago>

Wednesday, March 17 Black in the White City

Reading Due: Ida B. Wells, The Reason Why the Colored American Is Not in the World’s Columbian Exposition (Chicago: Ida B. Wells, 1893),

<https://digital.library.upenn.edu/women/wells/exposition/exposition.html>

Thursday, March 18 Cinema: Continuity and Change

Reading Due: Jonathan Auerbach, "McKinley at Home: How Early Cinema Made News," American Quarterly 51.4 (1999): 797-832, JSTOR
<http://www.jstor.org/stable/30041673>;

- view films at <http://memory.loc.gov/ammem/papr/mckhome.html>

Friday, March 19 Pop Culture Forum 1-3 pm on P-web "collaborate"

Work on Final Exam

FINAL EXAM: Tuesday, March 23 due at 5:00 p.m.