



("The Barnum & Bailey Greatest Show on Earth, The Meers Sisters," 1895, courtesy Library of Congress)

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Class meetings Tuesday and Thursday 1:00-2:20 p.m. HSSC N3118

Open Office Hours: Tuesday 10:00-11:50, Thursday 10:00-10:50, & by appointment

Please come and see me during office hours, or make an appointment, so I can meet you one-on-one. 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, and I will always listen to you. Share your triumphs, too. Especially when we are still recovering from pandemic conditions, I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another.

Please wear a face mask in class and in my office. I have a medical condition that necessitates extra COVID precaution.

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. We will think together about the overlap and tensions between history and American studies as disciplines.

In writing/research 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. We will also explore the interdisciplinary nature of American Studies in writing assignments.

Student Responsibilities:

- Join in all small-group work, online discussion posts, online activities, and 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. We do have some collaborative projects, and you'll need to stay accountable to your partners.
- 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: [https://catalog.grinnell.edu/content.php?catoid=32&navoid=5208#Honesty in Academic Work](https://catalog.grinnell.edu/content.php?catoid=32&navoid=5208#Honesty_in_Academic_Work)
- If you use ChatCPT or any other AI technology for this class, you must acknowledge it in citations. We may be using and critiquing AI tools in class from time to time, but I recommend that you avoid trying to use AI technology to help you draft writing assignments.
- 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: <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. 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.
- You may consult with the Grinnell College Writing, Speaking, and Reading Lab on any assignment in this course, unless specifically prohibited on the assignment. 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.
- For health needs (physical and mental), please consult with Student Health and Wellness [here](#),
- 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 Baldree at 641-269-3710 or email [baldreej]. Information available [here](#).

If you have other needs not addressed above, please let me know soon so that we can work together for the best possible learning environment. In some cases, I will recommend consulting with the Academic Advising staff. They are an excellent resource for developing strategies for academic success and can connect you with other campus resources as well: <http://www.grinnell.edu/about/offices-services/academic-advising>. If I notice that you are encountering difficulty, in addition to communicating with you directly about it, I will also likely submit an academic alert via Academic Advising's SAL portal. This reminds you of my concern, and it notifies the Academic Advising team and your adviser(s) so that they can reach out to you with additional offers of support.

Illness & Attendance policy

Attendance is important to this class, so please attend if at all possible. That being said, we all know that illness can/will happen, **and you should NOT attend class if you are ill**. Please email Prof. Purcell (if possible) if you are ill, and we will make arrangements for how you can keep up with course work on a flexible schedule (according to how ill you are). You don't need to provide a doctor's note, or to give Prof. Purcell details about your health challenge, just reveal that you need to be out of class, and we will adjust.

If you need to miss class for a religious holiday, athletics, or other co-curricular activity, please tell Prof. Purcell in advance, and she will support you.

Grading and Books

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

Class Reflection Posts*	5%
Research assignments (each)	10%
Cartoon Paper	15%
Take-Home Quizzes (each)	10%
Class Engagement	20%
Take-Home Final	20%

*Class reflection posts will be submitted under the “Discussion Board” tab on P-web. This is intended to be a reflection on and extension of our engaged class discussion. Prof. Purcell will provide prompts for reflection, and posts will be visible to everyone in the class. Grading will be done on a *completion* basis. Students will receive an “A” if they complete six of the posts, a “B” if they complete five of the posts, a “C” if they complete three or four of the posts, a “D” if they complete one or two of the posts, and an “F” for zero posts. Detailed directions will be distributed in class. Since these posts are designed to go with the flow of our class discussion, please complete them for (or at least close to) the stated deadlines.

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 or any other readings for the class. 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).

COURSE SCHEDULE

UNIT One: Popular Culture and Its Precursors

Tuesday, January 23 Popular Culture as a Field of Study

Please introduce yourself online to the rest of the class by **10:00 am on Tuesday, January 23** using the Flip platform: <https://flip.com/57ca6f9f> (if it prompts you to login, click on the “Microsoft” login button and type in your Grinnell credentials). Click on “Class Introductions.” Be sure to pronounce your first and last name, and share your pronouns (if you wish to). Tell us something interesting you did over Winter Break and anything you’re looking forward to in this class. Flip is simple to use, and it would be great if you would record a video (but if you don’t want to, you can use audio only for your introduction).

Before class if possible 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

Thursday, January 25 Defining "Popular Culture"

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>
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>

Friday, January 26 Class Reflection Post Due by 8:00 pm in Pweb

Tuesday, January 30 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://www.mpcaaca.org/files/ugd/5a6d69_2fd698bda0284c05bd7f7ae350158601.pdf?index=true

Thursday, February 1 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 2 Take-Home Quiz #1 Due on P-web at 8:00 pm

UNIT TWO: Antebellum Print and Cultural Hierarchy

Tuesday, February 6 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> Click on the volumes listed at Princeton University (volumes 1-17) to see the full digitized issues

Thursday, February 8 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)

Friday, February 9 Class Reflection Post due on Pweb by 8:00 pm

Tuesday, February 13 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 15 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 16 Research Assignment #1 Due on P-web at 8:00 pm

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

Tuesday, February 20 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).

- Theory Reading: Anna Szorenyi, “Judith Butler: Their Philosophy of Gender Explained,” *The Conversation* (blog), October 19, 2022, <https://theconversation.com/judith-butler-their-philosophy-of-gender-explained-192166>

Thursday, February 22 The Murder of Helen Jewett NO live class meeting (Prof. Purcell is out of town at a conference) We will continue our book discussion on P-web in the Discussion Board. You can comment ANY time today.

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).

Tuesday, February 27 NO class meeting (Prof. Purcell is out of town conducting a program review at another college) **Take-Home Quiz #2 due at 8:00 p.m. on P-web**

Thursday, February 29 NO class meeting (Prof. Purcell is out of town conducting a program review at another college)

Watch on your own: “The Chinese Exclusion Act,” Dir. Ric Burns, PBS American Experience, 2018. Click here:

<https://grinnell.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=79621&xtid=188566>

Friday, March 1 Class Reflection Post due on Pweb by 8:00 pm

Tuesday, March 5 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>

- Optional Theory Reading: bell hooks, “Postmodern Blackness,” Postmodern Culture 1 (1990), [doi:10.1353/pmc.1990.0004](https://doi.org/10.1353/pmc.1990.0004)
- Optional 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

Thursday, March 7 **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> Read: Preface and pp. 148-159 & 171-176

Tuesday, March 12 **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> Read Chapter VII, pp. 47-61 (you may browse any of the rest of the narrative)

Thursday, March 14 Cartoon Paper Due on P-web at 8:00 p.m. (NO class meeting)

SPRING BREAK March 17-April 2

Tuesday, April 2 **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://muse-jhu-edu.grinnell.idm.oclc.org/pub/164/monograph/chapter/2035386>

- Frederick Douglass, Narrative of the Life of Frederick Douglass (Boston: Anti-slavery Office, 1845), <https://docsouth.unc.edu/neh/douglass/douglass.html>
Read Chapters 5, 6, and 7 (you may browse any of the rest of the narrative)

Thursday, April 4 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; Martha S. Jones, "Hard Histories in the JHU Levy Sheet Music Collection," *Hard Histories at Hopkins* (Substack newsletter), May 10, 2022, https://hardhistoriesjhu.substack.com/p/hard-histories-in-the-jhu-levy-sheet?r=17ms9v&s=r&utm_campaign=post&utm_medium=email ; 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> Use the click box on the bottom left of the screen to navigate.
- Edward LeRoy Rice, Monarchs of Minstrelcy (New York: Kenny Publishing Company, 1911), pp. 1-4, Hathi Trust, <https://babel.hathitrust.org/cgi/pt?id=ucw.ark:/13960/t20c5d53p&view=1up&seq=31>

Friday, April 5 Class Reflection Post due on Pweb by 8:00 pm

Tuesday, April 9 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>

- Browse: Harper's Weekly website of primary sources about the Klan, <https://education.harpweek.com/KKKHearings/ItemsListOf.htm>

Thursday, April 11 Popular Culture/ Trans Culture

Reading Due: Listen to: "Episode 359: Jen Manion, Trans-ing Gender in Early America," *Ben Franklin's World*, (53:41), <https://benfranklinworld.com/episode-359-jen-manion-trans-ing-gender-in-early-america/> ; 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/> Look for the trans presence

Friday, April 12 Research Assignment #2 Due on P-web at 5:00 pm

Unit Five: Cultural Hierarchy & Cultural Agency

Tuesday, April 16 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>

Thursday, April 18 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>;

Nate Wooley, "The History of Tin Pan Alley," *Sound American*,

<https://soundamerican.org/issues/big-band/history-tin-pan-alley>

- Before class watch: American Experience “Jubilee Singers: Sacrifice and Glory,” dir. Llewellyn Smith, Boston: WGBH, 2000, (56:44)
<https://archive.org/details/JubileeSingersSacrificeandGlory>
- Browse: “Black Broadway and Tin Pan Alley,” Library of Congress National Jukebox, <https://www.loc.gov/collections/national-jukebox/about-this-collection/playlists/black-broadway-and-tin-pan-alley/>

Friday, April 19 Class Reflection Post due on Pweb by 8:00 pm

Tuesday, April 23 “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>

- Before class 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, April 25 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” (2011) <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 (distributed in class)

Friday, April 26 Class Reflection post due on Pweb by 8:00 pm

Tuesday, April 30 Taking Sports Seriously

Reading Due: Elliot J. Gorn and Michael 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, early football reporting (distributed in class)

Thursday, May 2 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.ctt1g0b5qb.11>

Tuesday, May 7 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/world-s-columbian-exposition-of-1893/>

- Library of Congress, “Chicago World’s Fair: Topics in Chronicling America,” <https://guides.loc.gov/chronicling-america-worlds-fair-chicago>

Thursday, May 9 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>

FINAL EXAM: Thursday, May 16 take-home final exam due at 5:00 p.m.