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American Public University System

The Ultimate Advantage is an Educated Mind

HIST557 History and Popular Culture

**3 Credit Hours
Sixteen Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description

HIST557 History and Popular Culture (3 hours)

In this course we study the history of expressive and material cultures around the world, with particular emphasis on industrialized nations. Course topics include the study of social identification, and the production, consumption, and reception of cultural forms. Using historical and ethnographic scholarship as well as primary sources (literature, films, pictures, and music), students will study and apply theories of popular culture and aesthetic hierarchy; explicate the historical contexts of various artistic movements; discuss cultural imperialism; address problems of cultural appropriation, creativity, and identity; and examine cultural expressions of social differences and deviance. Other topics include discussion of selected studies in the social history of culture in the age of mass society, including the popular arts, and the “culture of consumption.”

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Course Scope

Popular culture has been described as an “unwieldy subject” because it encompasses almost the totality of human existence. The approach taken here is to understand this concept by using the framework of the American city as a window into our popular culture. Cities are vitally important to our history. In 1960, according to a *Scientific American* report on “The Urbanization of Human Population,” 52 million Americans lived in just 16 urbanized areas. But, population is just one measure of their importance. Cities have become the containers of our human experience, and by studying them, we can gain important cultural understandings of race, class, gender, and technology and how they change over time. The city landscape, and the institutions it contains, reflects important decisions and value judgments by the people who built and live in it. Each week over the course of this class we will take up one element of our urban culture, and examine it through the writings of historians and urban professionals, and the perspectives of participants in that past. There are endless topics we could consider, but sixteen have been chosen to reflect the broad interlacing patterns of our urban history. While the focus is on the twentieth century, we will often begin each week in the nineteenth century to discover important rural ideals and how these shaped the urban visions, planning, and experiences of the modern metropolitan city of today.

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Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information (“knowledge” and “comprehension” categories from *Taxonomy of Educational Objectives*, by Bloom) to the higher orders of cognitive performance.

The policy also infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of “analysis,” “synthesis,” “evaluation,” and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: [University Learning Outcomes Assessment](#)

1. Analyze the representations of popular culture in the American city.
2. Explain how the American city has become a “container” of human experience.
3. Dissect the experiences of race, class, and gender and how they have changed over time.
4. Appraise the growth and importance of technology in the American city.
5. Analyze the relationship between the construction of the urban landscape and the values of those that built it.

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6. Associate the ways in which rural ideals shaped the urban visions, planning, and experiences of the modern metropolitan city of today.
7. Illustrate how video (documentary, news reports, and primary video from yesterday and today) can inform our historical understandings of the past.
8. Evaluate fifteen important cultural institutions and understand their historical and present role in shaping the city.

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Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student.

Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Discussion Board questions (accomplished in groups through linear, threaded or roundtable discussion board forums), examinations and quizzes (graded electronically), and individual written assignments (submitted for review to the faculty member).

In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faculty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are dropped from the class if they do not log into the classroom during the first week of class.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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Course Materials

All students majoring in any field of history should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the historiographical literature for this course so that they can do required

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assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

Analytical Skills	100 Level	200 Level	300 Level	400 Level
Dealing with evidence: Primary sources	Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze/question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source.	Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.	Evaluate the trustworthiness of sources. Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.	Develop relationships among multiple sources and synthesize the major connecting issues among them.
Bottlenecks and difficulties for students in acquiring those skills	Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time.	Re-creating historical context and connecting it to a document. •Identifying and empathizing with people from another place and time.	Dealing with ambiguity and contradiction in historical sources.	Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources.

This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, 2001). See: The History Learning Project

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

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- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.
-

Graduate students must explore the research holdings of [The Online Library](#), Department's Study Portals [History and Military Studies](#), and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals:* Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters:* Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.
-

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War* <http://valley.vcdh.virginia.edu>
- *National Geographic: Remembering Pearl Harbor* <http://plasma.nationalgeographic.com/pearlharbor>
- *American Memory: Historical Collections for the National Digital Library, Library of Congress*, <http://lcweb2.loc.gov/amhome.html>
- *H-Net – Humanities and Social Sciences Online* <http://www.h-net.msu.edu/>
- *World History Matters* <http://chnm.gmu.edu/worldhistory>
- *H-Diplo: diplomatic and international history* H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

REQUIRED TEXTS

All books and articles are available as electronic resources from the APUS Online Library. The books used for this course are as follows:

- Balshaw, Maria, *Looking for Harlem: Urban Aesthetics in African American Literature* (London: Pluto Press, 2000).
- Brint, Steven, ed., *The Future of the City of Intellect: The Changing American University* (Stanford University Press, 2002).
- Fogelson, Robert M., *Downtown: Its Rise and Fall, 1880-1950*, (New Haven: Yale University Press, 2001).
- Kotkin, Joel, *The City: A Global History* (New York: Modern Library, 2005).
- Mennel, Barbara, *Cities and Cinema* (New York: Routledge, 2008).
- Risse, Guenter B., *Mending Bodies, Saving Souls: A History of Hospitals* (Oxford University Press, 1999).
- Schlosser, Eric, *Fast Food Nation: The Dark Side of the All American Meal*, (Boston: Houghton Mifflin, 2001).
- Sloane, David Charles and Beverlie Conant Sloane, *Medicine Moves to the Mall* (Baltimore, MD: Johns Hopkins University Press, 2002).
- Stevenson, Deborah, *Cities and Urban Cultures*, (Open University Press, 2003).

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RECOMMENDED REFERENCES (For All History Majors)

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Accessible through [The Online Library](#).

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

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WEB-BASED READINGS AND VIDEOS

Note to students: If your internet connection does not have enough bandwidth to view videos use the American Public University library, search for an article related to the week's topic, and use this as supplementary input for discussion posts or writing assignments.

Copyright/Fair Use Notice: Electronic readings are provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Week 1: Introduction to the City

Deborah Stevenson, *Cities and Urban Cultures*, (Open University Press, 2003). Read, "City Cultures" and "The Emergence of the Industrial City," p. 1-32.

http://online.apus.edu/educator/common/HIST557/CitiesandUrbanCultures/Stevenson_03_pg1-31.pdf

Robert M. Fogelson, *Downtown: Its Rise and Fall, 1880-1950*, (New Haven: Yale University Press, 2001). Read Introduction and Chapter 1, "Downtown in the Late Nineteenth Century," p. 1-43.

http://online.apus.edu/educator/common/HIST557/DowntownItsRiseandFall1880-1950/Fogelson_01_pg1-45.pdf

[Metropolis by Fritz Lang \(1926\)](http://www.youtube.com/watch?v=f-qS1OjBdG8&feature=related) (Week 1 video) <http://www.youtube.com/watch?v=f-qS1OjBdG8&feature=related>

Week 2: City Streets and Subways

Peter D. Norton, "Street Rivals: Jaywalking and the Invention of the Motor Age Street," *Technology & Culture* (April 2007), p. 331-359.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=1291823731&sid=6&Fmt=2&clientId=62546&RQT=309&VName=PQD>.

Robert M. Fogelson, *Downtown: Its Rise and Fall, 1880-1950*, (New Haven: Yale University Press, 2001). Read Chapter 2 "Derailing the Subways," p. 45-111.

http://online.apus.edu/educator/common/HIST557/DowntownItsRiseandFall1880-1950/Fogelson_01_pg46-91.pdf

[Thomas Edison, 23rd Street, New York City, 1901](http://www.youtube.com/watch?v=6waHQwR0G4k) (Week 2 video)

<http://www.youtube.com/watch?v=6waHQwR0G4k>

[River of Steel: The Building of the New York City Subway](http://www.youtube.com/watch?v=jOMamig65qc) (Week 2 video)

<http://www.youtube.com/watch?v=jOMamig65qc>

Week 3: Art, Literature, Movies

Maria Balshaw, *Looking for Harlem: Urban Aesthetics in African American Literature* (London: Pluto Press, 2000). Read Introduction, p. 1-13.

http://online.apus.edu/educator/common/HIST557/LookingforHarlemUrbanAestheticsinAfricanAmericanLiterature/Balshaw_00_pg1-13.pdf

Richard Butsch, "American Movie Audiences of the 1930s," *International Labor and Working Class History* 59, (April 1, 2001): 106-120.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=1516263291&sid=15&Fmt=6&clientId=62546&RQT=309&VName=PQD>

Barbara Mennel, *Cities and Cinema* (New York: Routledge, 2008). Read Chapter 2, "The Dark City and Film Noir: Los Angeles," p. 46-60.

http://online.apus.edu/educator/common/HIST557/CitiesandCinema/Mennel_08_pg46-60_pg_130-149.pdf

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["Black Cinema-Silence to Sound"](http://www.youtube.com/watch?v=ucreLnsGOE0) (Week 3 Video) <http://www.youtube.com/watch?v=ucreLnsGOE0>

["Race Movies Cinema Posters"](http://www.youtube.com/watch?v=Swvd_YeXwb0) (Week 3 Video) http://www.youtube.com/watch?v=Swvd_YeXwb0

[Movie Palaces of the 20's and 30's](http://www.youtube.com/watch?v=a5FZ6Ung6Ac) (Week 3 Video) <http://www.youtube.com/watch?v=a5FZ6Ung6Ac>

Week 4: Hospitals

Guenter B. Risse, *Mending Bodies, Saving Souls: A History of Hospitals* (Oxford University Press, 1999). Read Chapter 9, "Main Street's Civic Pride: The American General Hospital as Professional Workshop," p. 463-512. http://online.apus.edu/educator/common/HIST557/MendingBodiesSavingSoulsAHistoryofHospitals/Risse_1999_pg_463-512.pdf

David Charles Sloane and Beverlie Conant Sloane, *Medicine Moves to the Mall* (Baltimore, MD: Johns Hopkins University Press, 2002). Read "The Evolving Architecture of Healthcare," p. 3-13. http://online.apus.edu/educator/common/HIST557/MedicineMovestotheMall/Sloane_03_pg2-13.pdf

[New York Methodist Hospital History](http://www.youtube.com/watch?v=CMAHv_3M33k) (Week 4 Video) http://www.youtube.com/watch?v=CMAHv_3M33k

[Cleveland Clinic Abu Dhabi](http://www.youtube.com/watch?v=ssieo7FWjm4) (Week 4 Video) <http://www.youtube.com/watch?v=ssieo7FWjm4>

Week 5: Hotels and Motels

Molly Winger Berger, "The modern hotel in America: 1829-1929." Ph.D. dissertation, 1997, Case Western Reserve University, United States -- Ohio. (Publication No. AAT 9813008).

Read Introduction and "Defining the Modern Hotel," p. 1-37. <http://online.apus.edu/educator/common/Bowles/HIST557/w5berger.pdf>

James F. Smith, "Ben Siegel: Father of Las Vegas and the Modern Casino-Hotel," *Journal of Popular Culture* (Spring 1992), p. 1-21. <http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=aph&AN=9205183464&site=ehost-live>

Daniel Levinson Wilk, "Tales from the Elevator and Other Stories of Modern Service in New York City." *Enterprise & Society* 7, no. 4 (December 1, 2006): 695-704. <http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=1240813431&sid=4&Fmt=2&clientId=62546&RQT=309&VName=PQD>

[Motels in Wildwood](http://www.youtube.com/watch?v=a9y0GhxMpgs) (Week 5 Video) <http://www.youtube.com/watch?v=a9y0GhxMpgs>

[Las Vegas Luxor Hotel](http://www.youtube.com/watch?v=XiA3_jIW-JA) (Week 5 Video) http://www.youtube.com/watch?v=XiA3_jIW-JA

Week 6: Cemeteries

Steven B. Burg, "From Troubled Ground to Common Ground: The Locust Grove African-American Cemetery Restoration Project," *The Public Historian* 30, no. 2 (April 1, 2008): 51-82. <http://proquest.umi.com.ezproxy2.apus.edu/pqdweb?index=3&did=1488260431&SrchMode=1&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1244485963&clientId=62546>

Joseph Bottum, "Death & Politics," *First Things* no. 174 (June 1, 2007): 17-29. <http://proquest.umi.com.ezproxy2.apus.edu/pqdweb?did=1282406991&sid=2&Fmt=6&clientId=62546&RQT=309&VName=PQD>

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Thomas Harvey, "Sacred Spaces, Common Places: The Cemetery in the Contemporary American City," *Geographical Review* 96, no. 2 (April 1, 2006): 295-312.

<http://proquest.umi.com.ezproxy2.apus.edu/pqdweb?did=1179479321&sid=1&Fmt=6&clientId=62546&RQT=309&VName=PQD>

[The History of Woodland Cemetery](http://www.youtube.com/watch?v=G80CcY5s-cg) (Week 6 Video) <http://www.youtube.com/watch?v=G80CcY5s-cg>

[Monterey's Historic Cemetery](http://www.youtube.com/watch?v=Do5YVmZx-Vc) (Week 6 Video) <http://www.youtube.com/watch?v=Do5YVmZx-Vc>

Week 7: Parks and Airports

Janet R. Daly Bednarek, "The Flying Machine in the Garden: Parks and Airports, 1918-1938," *Technology & Culture* (April 2005), p. 350-373.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=866573361&sid=10&Fmt=2&clientId=62546&RQT=309&VName=PQD>

JoAnn Greco "Learning from Jane Jacobs," *Parks & Recreation*, (June 1, 2007): 54-57.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=1291342731&sid=4&Fmt=3&clientId=62546&RQT=309&VName=PQD>

Dorceta E Taylor, "Central Park as a model for social control: Urban parks, social class and leisure behavior in nineteenth-century America," *Journal of Leisure Research* 31, no. 4 (October 1, 1999): 420-477.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=49347290&sid=14&Fmt=6&clientId=62546&RQT=309&VName=PQD>

[Oakland Airport History](http://www.youtube.com/watch?v=eKEZ7_WyZZA) (Week 7 Video) http://www.youtube.com/watch?v=eKEZ7_WyZZA

[New York Central Park History](http://www.youtube.com/watch?v=JsqnWnXAAcE) (Week 7 Video) <http://www.youtube.com/watch?v=JsqnWnXAAcE>

Week 8: Universities

Helen Lefkowitz Horowitz, "In the Wake of Lawrence Veysey: Re-Examining the Liberal Arts College," *History of Education Quarterly* (Fall 2005), p. 420-426.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=918621741&sid=8&Fmt=2&clientId=62546&RQT=309&VName=PQD>

Rebecca S. Lowen, "The More Things Change...: Money, Power, and the Professoriate," *History of Education Quarterly* (Fall 2005), p. 438-445.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=918621751&sid=8&Fmt=2&clientId=62546&RQT=309&VName=PQD>

Steven Brint, ed., *The Future of the City of Intellect: The Changing American University* (Stanford University Press, 2002). Read "Shock Wave II," p. 1-19.

http://online.apus.edu/educator/common/HIST557/TheFutureoftheCityofIntellectTheChangingAmericanUniversity/Brint_02_pg1-19.pdf

[University of Oregon Documentary Recruitment Film, c. 1934](http://www.youtube.com/watch?v=sXYv7OAXUsc) (Week 8 Video)

<http://www.youtube.com/watch?v=sXYv7OAXUsc>

Week 9: Crime and Punishment

Timothy J Gilfoyle, "Street-Rats and Gutter Snipes: Child Pickpockets and Street Culture in New York City, 1850-1900," *Journal of Social History* 37, no. 4 (July 1, 2004): 853-882,1125.

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<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=659180221&sid=13&Fmt=6&clientId=62546&RQT=309&VName=PQD>

Derral Cheatwood, "Capital punishment for the crime of homicide in Chicago: 1870-1930," *Journal of Criminal Law & Criminology* 92, no. 3/4 (April 1, 2002): 843-866.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=332066331&sid=21&Fmt=6&clientId=62546&RQT=309&VName=PQD>

Benjamin Chesluk, "Visible Signs of a City Out of Control: Community Policing in New York City," *Cultural Anthropology* 19, no. 2 (May 1, 2004): 250-275.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=805484181&sid=24&Fmt=6&clientId=62546&RQT=309&VName=PQD>

[Thomas Edison, New York City Police Parade, 1899](http://www.youtube.com/watch?v=G_11IdhEw3s&feature=related) (Week 8 Video)

http://www.youtube.com/watch?v=G_11IdhEw3s&feature=related

[History of the Chicago Police Department](http://www.youtube.com/watch?v=m_u6891JR3Y) (Week 9 Video) http://www.youtube.com/watch?v=m_u6891JR3Y

[Alcatraz Escape News Reel](http://www.youtube.com/watch?v=cHPA1Li1iUA&feature=related) (Week 9 Video) <http://www.youtube.com/watch?v=cHPA1Li1iUA&feature=related>

Week 10: Zoos

S.M.P. Benbow, "Zoos: Public Places to View Private Lives," *Journal of Popular Culture* (Spring 2000), p. 13-23.

<http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=aph&AN=3605766&site=ehost-live>

Mark Feldman, "The Physics and Metaphysics of Caging: The Animal in Late-Nineteenth-Century American Culture," *Mosaic : a Journal for the Interdisciplinary Study of Literature* 39, no. 4 (December 1, 2006): 161-180.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=1185153301&sid=2&Fmt=6&clientId=62546&RQT=309&VName=PQD>

"Tiger Transport." *The History Channel's Dangerous Jobs* (Week 10 Video)

<http://www.youtube.com/watch?v=SOXzyEEDiU>

Week 11: Diners

Andrew Hurley, "From Hash House to Family Restaurant: The Transformation of the Diner and Post-World War II Consumer Culture," *Journal of American History* (Mar 1997), p. 1282-1308.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=11373525&sid=12&Fmt=1&clientId=62546&RQT=309&VName=PQD>

Eric Schlosser, *Fast Food Nation: The Dark Side of the All American Meal*, (Boston: Houghton Mifflin, 2001). Read Introduction and Chapter 1, p. 1-30.

http://online.apus.edu/educator/common/HIST557/FastFoodNation/Schlosser_01_pg1-28.pdf

[Saving a Diner: The Moondance](http://www.youtube.com/watch?v=SnoHnd2jaI4&feature=related) (Week 11 Video)

<http://www.youtube.com/watch?v=SnoHnd2jaI4&feature=related>

[Fast Food Nation – The Movie Trailer](http://www.youtube.com/watch?v=zc_z623Wsro) (Week 11 Video) http://www.youtube.com/watch?v=zc_z623Wsro

Week 12: Department Stores

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Susan Porter Benson, "The Cinderella of Occupations: Managing the Work of Department Store Saleswomen, 1900-1940," *Business History Review* (1981): 1-25.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=84466356&sid=9&Fmt=1&clientId=62546&RQT=309&VName=PQD>

Susan Levine, "The Culture of Consumption Reconsidered: Essays in Tribute to Susan Porter Benson," *Journal of Women's History* 19, no. 1 (April 1, 2007): 10-16.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=1244606241&sid=13&Fmt=6&clientId=62546&RQT=309&VName=PQD>

[K-Mart Commercial 1974](http://www.youtube.com/watch?v=5wPLBnQvZpI&feature=related) (Week 12 Video) <http://www.youtube.com/watch?v=5wPLBnQvZpI&feature=related>

[K-Mart Commercial 1970s](http://www.youtube.com/watch?v=pDKVLYRt0jQ) (Week 12 Video) <http://www.youtube.com/watch?v=pDKVLYRt0jQ>

[K-Mart Commercial 1984](http://www.youtube.com/watch?v=tHd6cp7jhtY) (Week 12 Video) <http://www.youtube.com/watch?v=tHd6cp7jhtY>

[First Super K-Mart 1991](http://www.youtube.com/watch?v=dQwYuOnH0bY) (Week 12 Video) <http://www.youtube.com/watch?v=dQwYuOnH0bY>

[K-Mart 2004](http://www.youtube.com/watch?v=bZCnqod1h_w&NR=1) (Week 12 Video) http://www.youtube.com/watch?v=bZCnqod1h_w&NR=1

Week 13: Malls

Kenneth T. Jackson, "All the world's a mall: Reflections on the social and economic consequences of the American..." *American Historical Review* 101, no. 4 (October 1996): 1111-1121.

<http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=ehh&AN=9704260317&site=ehost-live>

Nancy Backes, "Reading the Shopping Mall City," *Journal of Popular Culture* (Winter 1997), p. 1-17.

<http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=aph&AN=1153181&site=ehost-live>

[Ben's Tours—Mall of America, MN](http://www.youtube.com/watch?v=2J1VIAa-8Hk) (Week 13 Video) <http://www.youtube.com/watch?v=2J1VIAa-8Hk>

Week 14: Amusement Parks

Kathy Peiss, "Charity Girls and City Pleasures," *Magazine of History* 8, no. 4 (July 1, 2004): 14-16.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=681299461&sid=7&Fmt=6&clientId=62546&RQT=309&VName=PQD>

Robert Neuman, "Disneyland's Main Street, USA, and its Sources in Hollywood, USA," *Journal of American Culture* (March 2008), p. 83-98.

<http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=aph&AN=29332136&site=ehost-live>

Jason Sperb, "Take a Frown, Turn It Upside Down: Splash Mountain, Walt Disney World, and the Cultural Derac[e]-ination of Disney's Song of the South (1946)," *Journal of Popular Culture* 38, no. 5 (August 1, 2005): 924-938.

<http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=872195031&sid=19&Fmt=6&clientId=62546&RQT=309&VName=PQD>

[Coney Island, 1940](http://www.youtube.com/watch?v=kEaZqu_xxOI) (week 14 video) http://www.youtube.com/watch?v=kEaZqu_xxOI

Week 15: Skyscrapers

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Robert M. Fogelson, *Downtown: Its Rise and Fall, 1880-1950*, (New Haven: Yale University Press, 2001). Read Chapter 3, "The Sacred Skyline," p. 112-182.

http://online.apus.edu/educator/common/HIST557/DowntownItsRiseandFall1880-1950/Fogelson_01_pg139-182_395-398.pdf

Christopher Linder, "New York Undead: Globalization, Landscape Urbanism, and the Afterlife of the Twin Towers," *Journal of American Culture* (September 2008), p. 302-314.

<http://search.ebscohost.com.ezproxy.apus.edu/login.aspx?direct=true&db=aph&AN=33717281&site=ehost-live>

[Lunch on a Skyscraper](http://www.youtube.com/watch?v=jdPd1hlWe0k) (Week 15 Video) <http://www.youtube.com/watch?v=jdPd1hlWe0k>

Week 16: The "City of Tomorrow"

Robert M. Fogelson, *Downtown: Its Rise and Fall, 1880-1950*. New Haven: Yale University Press, 2001. Read Epilogue, p. 395-398.

http://online.apus.edu/educator/common/HIST557/DowntownItsRiseandFall1880-1950/Fogelson_01_pg139-182_395-398.pdf

Barbara Mennel, *Cities and Cinema* (New York: Routledge, 2008). Read Chapter 6, "Utopia and Dystopia: Fantastic and Virtual Cities," p. 130-150.

http://online.apus.edu/educator/common/HIST557/CitiesandCinema/Mennel_08_pg46-60_pg_130-149.pdf

Joel Kotkin, *The City: A Global History* (New York: Modren Library, 2005). Read "The Urban Future," p. 147-160.

http://online.apus.edu/educator/common/HIST557/TheCityAGlobalHistory/Kotkin_05_pg147-160.pdf

[1939 World's Fair Part One](http://www.youtube.com/watch?v=74cO9X4NMb4) (Week 16 Video) <http://www.youtube.com/watch?v=74cO9X4NMb4>

[1939 World's Fair Part Two](http://www.youtube.com/watch?v=WU7dT2HId-c&feature=related) (Week 16 Video) <http://www.youtube.com/watch?v=WU7dT2HId-c&feature=related>

[EPCOT](http://www.youtube.com/watch?v=pxC_a7qnGi8&feature=related) (Week 16 Video) http://www.youtube.com/watch?v=pxC_a7qnGi8&feature=related

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS & some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, students must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.
- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
 - Real Audio – <http://www.real.com>
 - Windows Media Player – <http://www.microsoft.com>
 - Quick Time – <http://www.apple.com/quicktime>

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Evaluation Procedures

This course requires thoughtful reading and analysis. The class discussion boards and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner. Since this is a graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

There are many ways to measure student performance. The following guidelines apply:

- Faculty grade writing assignments using the APUS writing rubrics appropriate for the level of the course. Rubrics ensure that grading is consistent across the institution, and that all key areas of the graded work receive attention. It is also advisable to share the rubric with students, so that they are aware of the instructor's expectations. Rubrics are the university approved basis for grading written assignments. The rubrics for undergraduate and graduate writing assignments may be found at [Writing Rubrics](#).
- For written assignments, students should upload assignments in the field designated "optional file download". Click browse and then locate the file on their computer. Also, be sure students click the "submit for grading" box in the lower right hand corner. Following these directions will ensure that students have successfully uploaded assignment by the title (Assignment One etc.), and this will prompt faculty to grade the assignment upon submission. Students should not submit in "Student Comment" section or as email attachments.
- Students must enter the appropriate group under the Discussion Board button on the left navigation bar. Students should post their initial posting and classmate's response in the discussion board area for classmates to read and respond to the postings of other classmates. Discussion Boards should not be used for administrative communications.

IMPORTANT NOTE ON LATE SUBMISSIONS: Because we strive to make this as near a physical classroom setting/environment as possible, it is expected that all materials be turned in on time and in accordance to the due dates listed on the assignments. Should you expect to have a problem meeting a deadline, you should notify me as soon as you are aware of the situation. Because of the nature of the Discussion Boards—they are to simulate actual discussions as if we were meeting together weekly and sharing in an actual physical setting—any submissions made

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past the posted due dates will NOT be graded. If the final research paper is late you will incur an Incomplete for the class.

There are two main types of assignments in this class.

A. Discussion Board Postings: 60% (10 Postings, 60 points each)

Respond to the discussion question of the week in AT LEAST 250 words using the reading assignments, video assignments, and any outside research you feel is appropriate. Cite relevant examples from the week’s reading, and use the opportunity to critique the authors’ work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state “I agree.” Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

B. Research Paper 40% (400 points)

Select a cultural institution that we study in this class, and in **fifteen pages (double-spaced, 1-inch margins, Times New Roman, 12-point font)**, and interpret it. Do not summarize the reading; draw on it and develop an argument of your own. Your interpretation should include an analysis of: its evolution over time; the impact it has had on race, class, or gender; how technology has shaped it; its broader lessons in cultural history; and how it might be changing in the future. You must use fully scholarly apparatus using the system described in the *Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Consult Turabian for all matters of form as well. NOTE: Internet sources (web sites) should be rarely used, if ever. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source). DUE FINAL DAY OF CLASS.

No formal topic proposal is required. But email me your topic for approval by Sunday of Week 8.

Grade Instruments:	Points	% Final Grade
Discussion Board (10 total, 60 points each)	600	60%

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Research Paper	400	40%
TOTAL	1000	100%

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Course Outline

16 Week Course

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	Introduction to the City	LO-1 Analyze the problems of cities, contemporary salient characteristics of cities, the development of urban technologies and who constructed them.	<p>Deborah Stevenson, <i>Cities and Urban Cultures</i>, (Open University Press, 2003). Read, “City Cultures” and “The Emergence of the Industrial City,” p. 1-32.</p> <p>Robert M. Fogelson, <i>Downtown: Its Rise and Fall, 1880-1950</i>, (New Haven: Yale University Press, 2001). Read Introduction and Chapter 1, “Downtown in the Late Nineteenth Century,” p. 1-43.</p> <p>Video: Metropolis by Fritz Lang (1926)</p>	<p>Discussion Board Posting #1: In one or two pages, explain your academic and professional background and how this course fits into your objectives and academic program. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. This paper serves as an introduction and a writing sample.</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 1.</p>
2	City Streets and Subways	LO-2 Explore the effects of mass transit on the city and the role of the “street” in city life.	<p>Peter D. Norton, “Street Rivals: Jaywalking and the Invention of the Motor Age Street,” <i>Technology & Culture</i> (April 2007), p. 331-359.</p> <p>Robert M. Fogelson, <i>Downtown: Its Rise and Fall, 1880-1950</i>, (New Haven: Yale University</p>	<p>Discussion Board Posting #2: What is the cultural importance of a city street and a subway from Norton and Fogelson’s perspectives?</p> <p>Post your initial</p>

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			<p>Press, 2001). Read Chapter 2 “Derailing the Subways,” p. 45-111.</p> <p>Videos: Thomas Edison, 23rd Street, New York City, 1901 River of Steel: The Building of the New York City Subway</p>	<p>discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 2.</p>
3	Art, Movies, Literature	<p>LO-3 Examine the meanings that movie houses and films held for African-American, working class, and upper class society.</p>	<p>Maria Balshaw, <i>Looking for Harlem: Urban Aesthetics in African American Literature</i> (London: Pluto Press, 2000). Read Introduction, p. 1-13.</p> <p>Richard Butsch, “American Movie Audiences of the 1930s,” <i>International Labor and Working Class History</i> 59, (April 1, 2001): 106-120.</p> <p>Barbara Mennel, <i>Cities and Cinema</i> (New York: Routledge, 2008). Read Chapter 2, “The Dark City and Film Noir: Los Angeles,” p. 46-60.</p> <p>Videos: “Black Cinema-Silence to Sound” “Race Movies Cinema Posters” Movie Palaces of the 20’s and 30’s</p>	<p>No assignment to submit.</p>
4	Hospitals	<p>LO-4 Explore the relationship between religion and medicine in early American hospitals and learn how the “mall” is becoming a new paradigm for healthcare in America.</p>	<p>Guenter B. Risse, <i>Mending Bodies, Saving Souls: A History of Hospitals</i> (Oxford University Press, 1999). Read Chapter 9, “Main Street’s Civic Pride: The American General Hospital as Professional Workshop,” p. 463-512.</p> <p>David Charles Sloane and Beverlie Conant Sloane, <i>Medicine Moves to the Mall</i> (Baltimore, MD: Johns Hopkins University Press, 2002). Read “The Evolving Architecture of Healthcare,” p. 3-13.</p> <p>Videos: New York Methodist Hospital</p>	<p>Discussion Board Posting #3: How have hospitals changed over time based on the readings and videos this week? Is the setting an important aspect of the healing mission?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 4.</p>

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			History Cleveland Clinic Abu Dhabi	
5	Hotels and Motels	LO-5 Trace the cultural differences between motels and hotels, understand what these institutions have meant to travel and tourism, and how they have become icons, nostalgic symbols, and unique urban spaces.	<p>Molly Winger Berger, "The modern hotel in America: 1829-1929." Ph.D. dissertation, 1997, Case Western Reserve University, United States -- Ohio. (Publication No. AAT 9813008).</p> <p>Read Introduction and "Defining the Modern Hotel," p. 1-37.</p> <p>James F. Smith, "Ben Siegel: Father of Las Vegas and the Modern Casino-Hotel," <i>Journal of Popular Culture</i> (Spring 1992), p. 1-21</p> <p>Daniel Levinson Wilk, "Tales from the Elevator and Other Stories of Modern Service in New York City." <i>Enterprise & Society</i> 7, no. 4 (December 1, 2006): 695-704.</p> <p>Videos: Motels in Wildwood Las Vegas Luxor Hotel</p>	<p>Discussion Board Posting #4: Recall a favorite hotel or motel you have stayed at in the past. In what ways did it relate or not relate to the readings and videos this week?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 5.</p>
6	Cemeteries	LO-6 Describe the ways that cemeteries represented changing attitudes toward death and burial and how they became a new cultural institution in a transition from a "graveyard" to a "garden cemetery."	<p>Steven B. Burg, "From Troubled Ground to Common Ground: The Locust Grove African-American Cemetery Restoration Project," <i>The Public Historian</i> 30, no. 2 (April 1, 2008): 51-82.</p> <p>Joseph Bottum, "Death & Politics," <i>First Things</i> no. 174 (June 1, 2007): 17-29.</p> <p>Thomas Harvey, "Sacred Spaces, Common Places: The Cemetery in the Contemporary American City," <i>Geographical Review</i> 96, no. 2 (April 1, 2006): 295-312.</p> <p>Videos: The History of Woodland Cemetery Monterey's Historic Cemetery</p>	No assignment to submit.

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7	Parks and Airports	LO-7 Analyze the ways that parks reinforced social values, how nature can be reproduced in the city, and the relationships between park planning and airport design.	<p>Janet R. Daly Bednarek, "The Flying Machine in the Garden: Parks and Airports, 1918-1938," <i>Technology & Culture</i> (April 2005), p. 350-373.</p> <p>JoAnn Greco "Learning from Jane Jacobs," <i>Parks & Recreation</i>, (June 1, 2007): 54-57.</p> <p>Dorceta E Taylor, "Central Park as a model for social control: Urban parks, social class and leisure behavior in nineteenth-century America," <i>Journal of Leisure Research</i> 31, no. 4 (October 1, 1999): 420-477.</p> <p>Video: Oakland Airport History New York Central Park History</p>	<p>Discussion Board Posting #5: What is the significance of parks and airports in popular culture? Can a park be used as a model of social control?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 7.</p>
8	Universities	LO-8 Understand the emergence of the American university, the values associated with this cultural institution, and how it has changed over time.	<p>Helen Lefkowitz Horowitz, "In the Wake of Lawrence Veysey: Re-Examining the Liberal Arts College," <i>History of Education Quarterly</i> (Fall 2005), p. 420-426.</p> <p>Rebecca S. Lowen, "The More Things Change...: Money, Power, and the Professoriate," <i>History of Education Quarterly</i> (Fall 2005), p. 438-445.</p> <p>Steven Brint, ed., <i>The Future of the City of Intellect: The Changing American University</i> (Stanford University Press, 2002). Read "Shock Wave II," p. 1-19.</p> <p>Videos: University of Oregon Documentary Recruitment Film, c. 1934</p>	<p>Discussion Board Posting #6: Compare and contrast your university experiences with the perspectives presented in the readings. Do you agree or disagree with their analysis?</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 8.</p> <p>Deadline for approval of your final paper topic by SUNDAY of Week 8.</p>
9	Crime and Punishment	LO-9 Understand the impact of crime in America, the legal response, policing reforms, and the cultural meanings of prisons.	Timothy J Gilfoyle, "Street-Rats and Gutter Snipes: Child Pickpockets and Street Culture in New York City, 1850-1900," <i>Journal of Social History</i> 37, no. 4 (July 1, 2004): 853-882,1125.	Nothing to submit.

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			<p>Derral Cheatwood, "Capital punishment for the crime of homicide in Chicago: 1870-1930," <i>Journal of Criminal Law & Criminology</i> 92, no. 3/4 (April 1, 2002): 843-866.</p> <p>Benjamin Chesluk, "Visible Signs of a City Out of Control: Community Policing in New York City," <i>Cultural Anthropology</i> 19, no. 2 (May 1, 2004): 250-275.</p> <p>Videos: Thomas Edison, New York City Police Parade, 1899 History of the Chicago Police Department Alcatraz Escape News Reel</p>	
10	Zoos	LO-10 Understand zoos as cultural institutions, the meanings of "zoo space," and how zoos reflect cultural ideas about science, nature, and animals.	<p>S.M.P. Benbow, "Zoos: Public Places to View Private Lives," <i>Journal of Popular Culture</i> (Spring 2000), p. 13-23.</p> <p>Mark Feldman, "The Physics and Metaphysics of Caging: The Animal in Late-Nineteenth-Century American Culture," <i>Mosaic : a Journal for the Interdisciplinary Study of Literature</i> 39, no. 4 (December 1, 2006): 161-180.</p> <p>Video: "Tiger Transport," The History Channel's Dangerous Jobs</p>	<p>Discussion Board Posting #7: What is the cultural significance of a zoo? Does Benbow or Feldman make a more compelling argument? Explain your position.</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 10.</p>
11	Diners	LO-11 Describe the ways that diners have become part of the cultural and dietary landscape in America. Examine how "fast food" has become symbolic of many of the health problems facing the United States today.	<p>Andrew Hurley, "From Hash House to Family Restaurant: The Transformation of the Diner and Post-World War II Consumer Culture," <i>Journal of American History</i> (Mar 1997), p. 1282-1308.</p> <p>Eric Schlosser, <i>Fast Food Nation: The Dark Side of the All American Meal</i>, (Boston: Houghton Mifflin, 2001). Read Introduction and</p>	<p>Discussion Board Posting #8: Hurley says, "Something as prosaic as eating lunch has rarely been considered important by historians." Why is it important to Hurley and Schlosser? Is it important to you? Is where we eat worthy of</p>

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			Chapter 1, p. 1-30. Videos: Saving a Diner: The Moondance Fast Food Nation – The Movie Trailer	historical analysis? Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 11.
12	Department Stores	LO-12: Describe the emergence of mass consumption from the perspective of department stores.	Susan Porter Benson, “The Cinderella of Occupations: Managing the Work of Department Store Saleswomen, 1900-1940,” <i>Business History Review</i> (1981): 1-25. Susan Levine, “The Culture of Consumption Reconsidered: Essays in Tribute to Susan Porter Benson,” <i>Journal of Women's History</i> 19, no. 1 (April 1, 2007): 10-16. Videos: K-Mart Commercial 1974 K-Mart Commercial 1970s K-Mart Commercial 1984 First Super K-Mart 1991 K-Mart 2004	Nothing to submit.
13	Malls	LO-13 Examine how malls replicate the “world with its walls,” and learn how to “read” shopping malls as the encoded text of a city.	Kenneth T. Jackson, “All the world’s a mall: Reflections on the social and economic consequences of the American...” <i>American Historical Review</i> 101, no. 4 (October 1996): 1111-1121. Nancy Backes, “Reading the Shopping Mall City,” <i>Journal of Popular Culture</i> (Winter 1997), p. 1-17. Videos: Ben’s Tours—Mall of America, MN	Discussion Board Posting #9: Describe a mall or department store in your town. Discuss its evolution over time by incorporating some of the ideas we have read this week. Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 13.
14	Amusement	LO-14 Learn the ways	Kathy Peiss, “Charity Girls and	Discussion Board

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	Parks	in which amusement parks became “laboratories of mass culture,” the importance of “excursions,” and how notions of city streets are copied as “amusement.”	<p>City Pleasures,” <i>Magazine of History</i> 8, no. 4 (July 1, 2004): 14-16.</p> <p>Robert Neuman, “Disneyland’s Main Street, USA, and its Sources in Hollywood, USA,” <i>Journal of American Culture</i> (March 2008), p. 83-98.</p> <p>Jason Sperb, “Take a Frown, Turn It Upside Down: Splash Mountain, Walt Disney World, and the Cultural De-rac[e]-ination of Disney’s Song of the South (1946),” <i>Journal of Popular Culture</i> 38, no. 5 (August 1, 2005): 924-938.</p> <p>Video: Coney Island, 1940</p>	<p>Posting #10: In what ways do amusement parks simulate the cultural experiences of real life? How do they change reality for amusement? Base your answer upon readings this week, and with examples from earlier readings in the course.</p> <p>Post your initial discussion response to the discussion board by THURSDAY. Respond to at least two other students by SUNDAY of Week 14.</p>
15	Skyscrapers	LO-15 Explore the meanings of skyscrapers as they became part of the “new myth of frontier expansion, a conquest of the air, and a land grab of the sky.”	<p>Robert M. Fogelson, <i>Downtown: Its Rise and Fall, 1880-1950</i>, (New Haven: Yale University Press, 2001). Read Chapter 3, “The Sacred Skyline,” p. 112-182.</p> <p>Christopher Linder, “New York Undead: Globalization, Landscape Urbanism, and the Afterlife of the Twin Towers,” <i>Journal of American Culture</i> (September 2008), p. 302-314.</p> <p>Video: Lunch on a Skyscraper</p>	No assignment to submit.
16	The “City of Tomorrow”	LO-16 Reflect upon utopian ideas of future cities both from the past and present.	<p>Robert M. Fogelson, <i>Downtown: Its Rise and Fall, 1880-1950</i>, (New Haven: Yale University Press, 2001). Read Epilogue, p. 395-398.</p> <p>Barbara Mennel, <i>Cities and Cinema</i> (New York: Routledge, 2008). Read Chapter 6, “Utopia and Dystopia: Fantastic and Virtual Cities,” p. 130-150.</p> <p>Joel Kotkin, <i>The City: A Global History</i> (New York: Modern</p>	<p>Research Paper Due.</p> <p>Submit by SUNDAY of Week 16.</p>

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			Library, 2005). Read “The Urban Future,” p. 147-160. Videos: 1939 World’s Fair Part One 1939 World’s Fair Part Two EPCOT	
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CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Online Library Research Center & Learning Resources

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC Clio US at War](#)
 - [CIAO](#)
 - [EBSCO](#)
 - [Praeger Security International](#)
 - [ProQuest](#)
- [Journal Title Search Engine](#)
 - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
 - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
 - [Early Medieval Europe](#) from 03/01/1998 to 1 year ago in EBSCO
 - [Journal of American History](#) from 03/01/1983 in EBSCO
 - [Journal of Early Modern History](#) from 02/01/1999 to 1 year ago in EBSCO
 - [Journal of Medieval and Early Modern Studies](#) from 01/10/1997 to 1 year ago in EBSCO
 - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- [Historical Research Methods](#)
 - [The Historical Approach to Research](#)
 - [Historical Research Methods](#)
 - [Reading, Writing, and Researching for History: A Guide for College Students](#)
 - [A Student's Guide to the Study of History](#)

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