

Pop Culture Final Exam Review Sheet 2016

Reminders:

- The final exam will count for 10-15% of your second semester grade.
- The exam is on Monday, June 20th in the afternoon.
- Please bring a #2 pencil for the scantron portion of the exam.

We will spend 2 days in class reviewing for the exam. The more you have studied at that point, the more effective the review session/time will be to you. At a minimum, between now and the end of classes, I would suggest that you at least read over the essay questions and begin thinking about how you might outline the essays. If you are so inclined, you may outline them completely.

Extra Help: I am available for extra help as always during blocks 2, 4 or 7 or before/after school by appointment. If you would like to meet to review one-on-one before the exam, I would *strongly* encourage you to make an appointment sooner rather than later as there is only one of me and many of you!

Exam Week Office Hours: I will be around most of exam week & the morning of the exam if you want to stop by, ask questions and say hi/bye when you finish your other exams. ☺

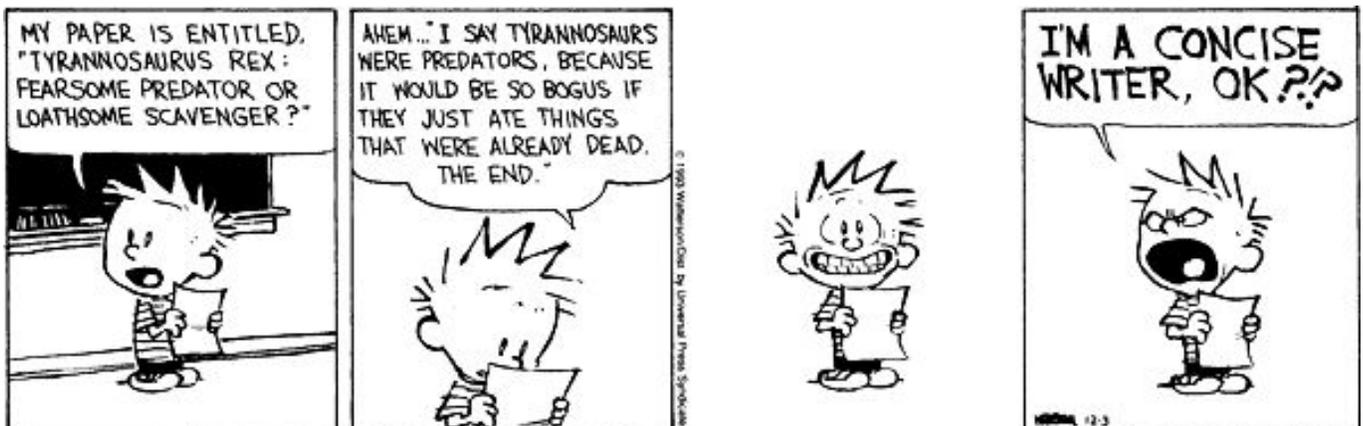
The final exam will consist of the following (for a total of 180 points):

30 Matching (30 points)

50 Multiple-choice (50 points)

1 Essay (100 points)

**The exam will only cover material from the second semester
(music, youth, art, film, & contemporary popular culture).**



Section III: Essay (100 points)

The essay question is below. **YOU SHOULD PREPARE FOR IT IN ADVANCE.** You may bring in a **ONE-SIDED, ONE-PAGE SET OF NOTES (OUTLINE FORM ONLY)** for the essay to use during the essay portion of the exam. You will hand in the outline with your exam.



The same requirements as the mid-term apply:

- You may have ONE single sided sheet of paper for your outline.
- You may write out your thesis and topic sentences. Otherwise, everything should be in note form only. You cannot have a pre-written essay that you will simply copy on to the exam.
- If you type your outline, the font cannot be smaller than 12-point font, and the margins must be at least 1 inch on all sides. If you handwrite your outline, please single-space it and maintain margins.

Please make sure that you follow these requirements or 10 points will be deducted from your essay. If you have any questions about your outline, please ask in advance!

I will be grading your essay on the following components:

1. The essay has an introduction with a clear thesis statement AND 3 body paragraphs which include information from the units we covered this semester.
2. The essay includes an ample amount of examples and evidence to support broader ideas (i.e., quotes, statistics, *specific* examples from the units, etc.)
3. The essay is fairly well-written and avoids the use of casual language, poor sentence structure, and a lack of organization.

Essay Question: As we've discussed this year, American popular culture is a powerful indicator of values & norms. It also in many ways reflects the things Americans hold dear in a given time period. Using the attached list of "Core American Values" assembled by sociologists Williams and Henslin, where do you see these "American Values" reflected in American popular culture in the 20th century? (See list of core values below.)

Choose 3 core values and explain where one can find evidence of these values present in American popular culture in the 20th century. (Your evidence should be drawn from the second semester of this course.)

The 'Core American Values' of Sociologists Robin Williams & James Henslin

In 1965, the sociologist Robin M. Williams, Jr. (1914-2006) set forth twelve 'core values' held by Americans, to which the sociologist James M. Henslin added three more in 1975. These 'core values' are a useful insight into American instincts.

Individualism: Americans have traditionally prized success that comes from individual effort and initiative. They cherish the ideal that an individual can rise from the bottom of society to its very top. If someone fails to "get ahead," Americans generally find fault with that individual, rather than with the social system for placing roadblocks in his or her path. Americans should persistently strive for success.

Achievement and Success: Americans place a high value on personal achievement, especially on outdoing others with whom they may be 'competing'. This value includes getting ahead at work and school, and attaining wealth, power, and prestige.

Activity and Work: Americans expect people to work hard and to be busily engaged in some activity even when not at work. There is a tendency to work even 'for the sake of working.'

Efficiency and Practicality Americans award high marks for getting things done efficiently. Even in everyday life, Americans consider it important to do things quickly, and they constantly seek ways to increase efficiency.

Science and Technology: Americans have a passion for applied science, for using science to control nature — taming rivers, harnessing the wind and the oceans, or building domed athletic stadiums to neutralize the limitations of bad weather, for example — and to develop new technologies.

Progress: Americans expect rapid technological change. They believe that they should constantly build "more and better" gadgets that will help them move toward that vague goal called "progress."

Material Comfort: Americans expect a high level of material comfort. This comfort includes not only good nutrition, medical care, and housing, but also newer-model cars, technological devices and recreational playthings.

Humanitarianism: Americans emphasize helpfulness, personal kindness, aid in mass disasters, and organized philanthropy.

Personal Freedom: This core value pervades U.S. life. It underscored the American Revolution, and Americans continue to pride themselves on their personal freedom.

Democracy: By 'democracy' Americans refer to majority rule, to the right of everyone to express an opinion, and to the American form of representative government.

Equality: It is impossible to understand Americans without being aware of the central role that the value of equality plays in their lives. Equality of opportunity has significantly influenced U.S. history and continues to mark relations between groups that make up U.S. society.

Racism and Group Superiority: Although may seem to contradict the notions of freedom, democracy, and equality, at any given point in their history Americans have always valued some groups more than others. The 18th and 19th-century treatment of Native Americans and African-Americans are the most notorious examples, but the changing status of different immigration groups throughout American history provides numerous other examples, as do gender, sexual-preference, linguistic and other 'identities' nowadays.

Education: Americans are expected to go as far in school as their abilities and finances allow. Over the years, the definition of an "adequate" education has changed, and today a college education is considered an appropriate goal for most Americans. Those who have an opportunity for higher education and do not take it are sometimes viewed as doing something "wrong" — not merely as making a bad choice, but as somehow being involved in an immoral act.

Religiosity: There is a feeling that "every true American ought to be religious." This does not mean that everyone is expected to join a church, synagogue, or mosque, but that everyone ought to acknowledge a belief in a Supreme Being and follow some set of matching precepts. This value is so pervasive that Americans stamp "In God We Trust" on their money and declare in their national pledge of allegiance that they are "one nation under God" (while at the same time proclaiming a separation of church and state).

Romantic Love: Americans feel that the only proper basis for marriage is romantic love. Songs, literature, mass media, and "folk beliefs" all stress this value. They especially love the theme that "love conquers all."

KEY TERMS

Music:

Bill Haley & the Comets Elvis Presley Rockabilly American Bandstand Payola Scandal Rebel Without a Cause Be-in Summer of Love Counterculture Timothy Leary Psychedelic Rock Psychedelic Art Monterey International Pop Festival Woodstock Altamont Free Festival Charles Manson Op Art Pop Art Andy Warhol Woody Guthrie Bob Dylan	Me Decade Disco Studio 54 Bee Gees Donna Summer The Village People Saturday Night Fever Disco Demolition Derby Punk CBGBs Blondie MTV Generation X Grunge Sub Pop Nirvana Pearl Jam Hip-hop Afrika Bambaataa Public Enemy NWA Gangsta rap Socially Conscious Rap
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Recent Pop Culture/Final Projects:

Block 5 - Key Terms and Concepts		Block 6 - Key Terms and Concepts	
Wonder Woman	Jessica Jones	South Park	Photoshop
Martin Cooper (cell phones)	Instagram	Dove	YouTube
Hugh Hefner/Playboy	Facebook	Nike	Michael Jordan
Atari	Miley Cyrus	The Deep Web	Rick & Morty
Shawshank Redemption	Blind Melon	Justin Bieber	Kanye West
Invasion of the Body Snatchers	Promposal	Grateful Dead	Audrey Hepburn
		Shawshank Redemption	Promposal

KEY QUESTIONS

Music:

1. What were some of the early influences on Rock & Roll?
2. What limits existed on early rock & roll and what had changed by the mid-1950s that helped rock and roll to become wildly popular across the color line?
3. How did Elvis help to break down racial barriers?
4. What influence did major labels have on rock 'n' roll?
5. What was the civic reaction to rock 'n' roll?
6. What led to rock 'n' roll's decline in the late 1950s?
7. How was teen life/culture portrayed in the films of the 1950s? In what ways did films influence society or inspire other trends/styles?
8. Support the following statement with evidence from the unit: "The art and music of the 1960s reflected many of the social and political happenings of the '60s and simultaneously served as a powerful force that shaped people's lives."
9. What role did drugs, in particular hallucinogens, play in the counterculture and the larger psychedelic art and music movements?
10. What influence did the counterculture have on mainstream Hollywood films and the fashion industry?
11. What led to the decline of the psychedelic era?
12. Protest music:
 - a. How does music reflect the voice of the people?
 - b. What types of events inspired protest songs in the 20th century?
 - c. How did the nature and style of protest music mirror changes in music over the 2nd half of the century?
13. Why do some argue that protest songs have essentially disappeared since the 1960s? Is this true? Explain & support your response with specific examples.
14. Disco:
 - a. How did the climate of the 1970s contribute to the rise of disco?
 - b. In what ways did disco become an important cultural force? (Consider how disco permeated many aspects of '70s culture.)
 - c. What led to disco's decline?
15. Punk:
 - a. What made punk different from its musical predecessors? (Consider its listeners, sound, lyrics, and attitude)
 - b. Who was the audience for punk and what did they value/look for in punk music?

- c. How did CBGBs help the development of a punk scene?
- d. What did record companies think of early punk? Why?

16. Grunge:

- a. How did early Grunge reflect the social environment and the frustrations of youth in the Seattle area AND the larger nation in the late 1980s and early 1990s?
- b. Trace the musical and socio-economic roots of grunge music. What were its early influences?
- c. What does grunge music stand for? Consider the look, the lyrics, and the attitudes of grunge rockers.
- d. Why and how did grunge become a powerful force in the music industry?

17. Hip-hop:

- a. Where and when did hip-hop originate?
- b. In what ways has hip-hop remained true to its founding principles and in what ways has it diverged?
- c. How did hip hop evolve in the 1980s-1990s? (old school v. new school, East v. West coast)
- d. What controversy surrounds hip-hop? When and why did these concerns arise?
- e. What are the positives/negatives of hip-hop in terms of its artists, listeners, contributions to/representation of black culture, impact on society as a whole?

18. BIG PICTURE: How did social, political and economic conditions in the 1970s-1990s contribute to the rise and popularity of the various musical genres studied (disco, hip-hop/rap, punk and grunge)?

Recent Pop Culture/Final Projects:

Block 5 - Key Questions	Block 6 - Key Questions
<ol style="list-style-type: none"> 1. What were some of the problems with female superheroes' from the 1970s until recently? Why might someone argue that things are shifting for female characters on screen lately? 2. How have the changes in cars over the course of the 20th century paralleled changes in society? 3. What aspects of life were influenced by cell phones during the 21st century? How have cell phones caused problems? 4. In what ways has Playboy magazine impacted the nation and reflected changing sexual norms? 5. What are some of the positive/negative influences video games have had on society? 6. What is significant about Miley Cyrus and Blind Melon's respective music and careers? 7. In what way does the evolution of Disney princesses in many ways reflect changing understandings of gender roles in American society? 	<ol style="list-style-type: none"> 1. In what ways have social media sites like FB, IG and Twitter impacted and reflected changes in American life/values? 2. What is significant about the Grateful Dead, Justin Bieber and Kanye West's respective music and careers? 3. How have shows like <i>Rick & Morty</i> and <i>South Park</i> been received? In what ways does each show contribute to a larger social commentary? 4. What were some of the trends in rock in the 2000s and how did those musical genres build on some of the music that came before it? 5. How would you characterize the representation of disabled people on children's television? 6. What impact has Photoshop had on American print/digital media? How are companies like Dove trying to combat those media messages?

8. In what ways do the hairstyles reflect changes in American society and standards of beauty?
9. Who do FB & IG appeal to and how are these platforms currently being used?
10. How has marketing shifted since WWII to integrate patriotic themes?
11. How have the sports of ultimate frisbee and lacrosse changed since their start?
12. What made the films *Shawshank Redemption* (1990s) and *Invasion of the Body Snatchers* (1950s) famous? How were they both reflections of their times?
13. Consider the myths, beliefs, expectations that exist in society or among your peers about prom. How does popular culture reflect those beliefs and/or reinforce these norms? What does the “promposal” trend say about our society today?

7. In what ways does the fashion of the 1900s-2000s reflect shifting values and standards for women?
8. What role does gambling play in the American sports scene today?
9. What impact has YouTube had on various aspects of American life/culture? What does its popularity say about 21st century values?
10. What impact has Nike and Jordan brand had on the sports marketing world?
11. In what ways do the dances of each decade reflect changes in American society?
12. What made the films *Shawshank Redemption* (1990s) and *Breakfast at Tiffany's* (1960s) famous? How were they both reflections of their times?
13. Consider the myths, beliefs, expectations that exist in society or among your peers about prom. How does popular culture reflect those beliefs and/or reinforce these norms? What does the “promposal” trend say about our society today?