

# EDTE 258: INTERSECTIONALITY AND MEDIA LITERACY

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## In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
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3. ED Dean (kdohara@csus.edu)
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10. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 15 Oct 2019 22:20:50 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 23 Oct 2019 22:41:14 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Fri, 25 Oct 2019 22:46:56 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Course Proposal

Date Submitted: Tue, 23 Jul 2019 20:59:17 GMT

**Viewing: EDTE 258 : Intersectionality and Media Literacy**

**Last edit: Fri, 25 Oct 2019 21:50:51 GMT**

Changes proposed by: Sherrie Carinci (101035060)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Sherrie Carinci	carincis@csus.edu	916-832-3156

### Catalog Title:

Intersectionality and Media Literacy

### Class Schedule Title:

Intersectionality/Media Lit

### Academic Group: (College)

ED - Education

### Academic Organization: (Department)

Graduate Professional Studies in Education

### Will this course be offered through the College of Continuing Education (CCE)?

No

### Catalog Year Effective:

Fall 2020 (2020/2021 Catalog)

### Subject Area: (prefix)

EDTE - Teacher Education

### Catalog Number: (course number)

258

### Course ID: (For administrative use only.)

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Fall, Spring, Summer

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

MA in Behavioral Science Gender Equity Education is undergoing major curriculum revisions to be more inclusive and relevant to educators and career professionals. This course is being designed to meet a current gap in the courses which are offered in the program. This course would help better serve our students and broaden the reach by exploring the advancement in media and engagement through an intersectional lens focusing on gender, race, and class.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

The course will explore relationships between popular Western media and the social constructions of race and gender. The course will examine interpretations of media portrayals, provide a critical analyses of media culture and media content, and consider what can be done to combat oppressive media narratives.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Seminar

**Seminar Classification**

CS#05 - Seminar (K-factor=1 WTU per unit)

**Seminar Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

1. Describe the relationship between gender, race and class and the mass media.
2. Use analytical tools useful to understanding media images of gender, race and class to produce written research reports.
3. Explain the sociocultural forces that contribute to mass mediated constructions of gender, race and class and how these portrayals have and have not changed over time.
4. Explain connections between your personal experience, and your formal and mediated learning.
5. Critically explain how individuals and groups consume/create media content.

**Attach a list of the required/recommended course readings and activities:**

EDTE 258 Syllabus.docx

**Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.**

1. Class participation (ELO, 1, 2, 3, 4, 5)
2. weekly discussion posts (ELO, 1, 2, 3, 4, 5)
3. Writing responses (ELO, 1, 2, 3, 4)
4. Formal Academic Essay (ELO, 1, 2, 3, 4)
5. Multimedia Project (ELO, 1, 3, 4)

**For whom is this course being developed?**

Majors in the Dept

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

MA in Behavioral Sciences, Gender Equity Education

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Graduate (Masters) Learning Goals:**

Critical thinking/analysis  
 Communication  
 Information literacy  
 Disciplinary knowledge  
 Intercultural/Global perspectives  
 Professionalism  
 Research (optional)

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**Is this a Graduate Writing Intensive (GWI) course?**

No

Key: 14062