

# HRS 60: POPULAR CULTURE: THINKING CRITICALLY ABOUT THE WORLD AROUND US

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## In Workflow

1. HRS Committee Chair (vica@csus.edu)
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3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
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6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
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12. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 17 Sep 2019 17:21:25 GMT  
Victoria Shinbrot (vica): Approved for HRS Committee Chair
2. Tue, 17 Sep 2019 17:30:01 GMT  
Alyson Buckman (abuckman): Approved for HRS Chair
3. Mon, 07 Oct 2019 00:02:17 GMT  
Robin Fisher (rfisher): Rollback to HRS Chair for ALS College Committee Chair
4. Mon, 07 Oct 2019 18:37:06 GMT  
Alyson Buckman (abuckman): Approved for HRS Chair
5. Tue, 08 Oct 2019 23:36:35 GMT  
Robin Fisher (rfisher): Approved for ALS College Committee Chair
6. Thu, 10 Oct 2019 21:38:28 GMT  
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

## New Course Proposal

Date Submitted: Wed, 11 Sep 2019 20:24:43 GMT

**Viewing: HRS 60 : Popular Culture: Thinking Critically About the World Around Us**

**Last edit: Mon, 07 Oct 2019 18:36:55 GMT**

Changes proposed by: Alyson Buckman (101013636)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Alyson Buckman	abuckman@csus.edu	916-278-5334

**Catalog Title:**

Popular Culture: Thinking Critically About the World Around Us

**Class Schedule Title:**

Pop Culture

**Academic Group: (College)**

ALS - Arts & Letters

**Academic Organization: (Department)**

Humanities and Religious Studies

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

No

**Catalog Year Effective:**

Spring 2020 (2020/2021 Catalog)

**Subject Area: (prefix)**

HRS - Humanities and Religious Studies

**Catalog Number: (course number)**

60

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

TBD

**Units:**

3

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

Fall, Spring

**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:**

This course provides a useful critical thinking course for both majors and non-majors within HRS. Given the current state of the world, critical thinking emphases are more important than ever, and this course enables student agency through understanding how the popular culture around them functions and how they contribute to it. This course also functions to scaffold critical disciplinary skills, including analytical skills, and understanding of the contours of different types of popular culture as well as approaches to aesthetics. This course will be proposed to GE Area A3.

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

Focus on thinking critically and building arguments about popular culture in its various forms, including television, film, music, art, and literature. Enhances understanding of popular culture, including definitions of key analytical terms, sociocultural history, generic structures, and aesthetic appreciation.

**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):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture 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."**

By the end of this course, successful students will be able to:

- 1) Appraise the logic of arguments surrounding popular culture
- 2) Evaluate the structure of arguments in relation to popular culture artifacts
- 3) Formulate logical arguments regarding popular culture artifacts
- 4) Understand the history of popular culture in the West
- 5) Assess the worth of popular culture in relation to self and society
- 6) Classify the basic structures of a variety of cross-disciplinary popular culture artifacts
- 7) Apply the insights of authors to their own arguments

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

Popular Culture HRS 60 (1).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.**

Short essays–ELO 1, 2, 3, 5, 7

Exams– ELO 1, 4, 6,

Summaries–ELO 1, 2

Discussion board–1, 2

**For whom is this course being developed?**Majors in the Dept  
General Education**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**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?**

Yes

**Indicate which department(s) will be affected by the proposed course:****Department(s)**

History

Sociology

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

### Undergraduate Learning Goals:

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills

**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

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

A3. Critical Thinking

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Popular Culture HRS 60 (1).docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The course and catalog descriptions and expectations would be common to all sections as would the expectation for emphasis on logical argumentation. Particular cultural artifacts used may differ as may the organization of the course. The interdisciplinary nature of the course would be in common and, thus, an expectation of discussion of most, if not all, of the following would be expected: television, film, media, literature, music, and art

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Inspection and evaluation of course syllabi. For non-tenured faculty, visitation of and consultation regarding the classroom.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

Our curriculum committee reviews course syllabi for compliance.

## General Education Details - Area A3: Critical Thinking

Section 1.

**Indicate in written statements how the course meets the following criteria for Category A3. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Students study about and consciously develop skills in critical thinking.**

Discussion/lecture: The instructor will discuss logical reasoning and logical fallacies in relation to assigned readings and cultural artifacts. Students will assess readings in relation to a list of critical thinking questions listed on the syllabus. Students also will be encouraged to form evaluative judgments of popular culture artifacts using argumentation based in reading and experience while avoiding subjectivity.

Assignments: Assignments require critical evaluation of reading and ability to apply insights to their own arguments. Students will evaluate each other's arguments as well.

**Knowledge through logical analysis and argument construction is pursued throughout the course.**

Students both will gain knowledge of the field of popular culture and will strengthen evaluative skills based on logical analysis of readings for the course. Strength in argumentation will be built in evaluation of both reading assignments and cultural artifacts.

**Instruction develops understanding of logical relationships between premises and conclusions.**

Discussion of theses and whether these were proven within assigned readings will be emphasized each class period and in summaries assigned. The short essays assigned also strengthen student abilities in formulating theses, argumentation to support theses, and conclusions.

**Instruction develops ability to recognize more common formal and informal fallacies.**

Discussion/lecture: this will be an emphasis in assessing the readings for each class session both in class on on the discussion board. Written assignments (summaries) emphasize this as well.

**Grading reflects emphasis on logical processes.**

Rubrics used will be based on sound, logical reasoning displayed in classroom assignments as well as understanding of the subject matter. Students will evaluate each other's arguments as well.

**Develops basic skills, applicable to a variety of academic subjects and to the fulfillment of such roles as citizen, consumer, leader and moral agent.**

- 1) Skill in evaluating the validity, strength and relevance of arguments.
- 2) A sense of logical structure of both inductive and deductive forms.
- 3) Awareness of uses and abuses of argument language, including connotation, ambiguity and definition.
- 4) Skill in handling a variety of arguments in variety of contexts.
- 5) Ability to argue fairly and to handle bias, emotion, and propaganda.

- 1) assessment of readings as per above builds this skill
- 2) evaluation of structure of arguments in writing and verbally builds this skill
- 3) the course emphasizes clear definitions of generic forms and subject (i.e. definitions of both "popular" and "culture"); evaluation of argumentation in essays will cover emotional appeals; evaluation of media in course will emphasize evaluation of tone, support, and purpose

**Includes a writing component described on course syllabus.**

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Lower division: periodic formal writing occurs in summaries and in short essays; discussion boards also enable thinking through of course concepts as well as argumentation. Both of these will be graded as per understanding of course content and ability to evaluate argumentation in course readings.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on PP. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.**

N/A

**Please attach any additional files not requested above:**

Consultation re\_ HRS 60.pdf  
Consultation Course Proposal\_ HRS 60.pdf

**Reviewer Comments:**

**Alyson Buckman (abuckman) (Wed, 11 Sep 2019 21:25:55 GMT):**I have evidence of consultation with History and Sociology but forgot to add these files and now cannot.

**Alyson Buckman (abuckman) (Tue, 17 Sep 2019 14:43:46 GMT):**Evidence of consultation with Sociology. From: Migliaccio, Todd Sent: Wednesday, September 11, 2019 1:37 PM To: Buckman, Alyson R <abuckman@csus.edu> Cc: Browning, Shelly E <leggetts@csus.edu> Subject: Re: Consultation re: HRS 60 I am sorry for not getting back to you. Things are crazy over here, but

I am sorry. Both myself and the colleague who teaches it I think were just more concerned about making sure the focus, content, and really level was differentiated enough that students received a different course (well, obviously, related, but both new ideas and enhanced engagement with the ideas that were discussed before). First, no concerns about you claiming status in sociology (sorry if it came across that way). Your explanation makes sense. The art emphasis, so reading the representations will be a good connection to what we tend to present, which is more of a critical engagement with the social presentations that are being sustained and/or challenged. And the discussion about critical thinking being a focal point will hopefully engage students with a different framework, while still covering similar topics and ideas. I don't think I ever responded about the news section, as you offered to limit your engagement with it. That is just a section of our course, with the ideas extending through (we also take a focus on inequality throughout), so if it fits with your focus, I would hasten to have an issue with topic area but more about making sure students get a different framing of the issue, and hopefully a higher level of engagement. Regardless, I apologize for not responding. I see you made adjustments to it and submitted it. Not a problem. This just gave me the impetus to respond to you. Good luck with it. And maybe one day we can sit down and check to help guide so the classes even connect for students really interested in the field. Todd Migliaccio  
 Todd Migliaccio, Ph.D. Chair, Department of Sociology Amador 450 T (916) 278-6522 tmigliac@csus.edu Pronouns: He, Him, His \_\_\_\_\_  
 From: Buckman, Alyson R <abuckman@csus.edu> Sent: Wednesday, September 4, 2019 10:39 AM To: Migliaccio, Todd <tmigliac@csus.edu> Cc: Browning, Shelly E <leggetts@csus.edu> Subject: RE: Consultation re: HRS 60 Hi Todd, Thank you for your response. Perhaps it will help to share how we see the course. We see the course, as you know, as a critical thinking course. So a very large part of this course will be discussing how we read/view and how to analyze as well as appreciate elements aesthetically. We could pull back on the news section of the course if that would make you happier with it. Culture is, of course, a large portion of the Humanities Department as a whole; what distinguishes our department is more of an emphasis on art and culture. So how to "read" popular film, literature, and music, for instance, is a portion of the class, i.e. aesthetic appreciation. I am an American Studies person, so bringing disciplinary conversations together in the same place is part of what I do as an academic. My two main fields were history and literature, but I also took a sociology course (race and ethnicity) as part of my graduate training. I'm not suggesting in any way that I'm an expert in what you do from one class! I'm just trying to suggest that I bring together a host of conversations and, as someone for whom race and ethnicity were a part of the dissertation, I'm also going to include that in almost every class I teach. My research has been focused on Joss Whedon's work for over a decade, so media is something I work with a great deal. (Plus, I also teach a few film courses.) So all of that comes in and would come in to my section of the course. Just wanting to be honest with you about how I approach my classes. The textbook I've proposed was written by an American Studies scholar as well, so she also brings all of those conversations together. I can see students jazzed about this course and wanting more, which really would be a natural lead in to your course. I don't think there will be as much overlap as you think, but there likely would be a bit. Thoughts?  
 Alyson From: Migliaccio, Todd Sent: Friday, August 30, 2019 1:56 PM To: Buckman, Alyson R <abuckman@csus.edu> Cc: Browning, Shelly E <leggetts@csus.edu> Subject: Re: Consultation re: HRS 60 In reviewing the class, we do have some concerns, as the class does cover many of the same topics, and what seems to be ideas that we cover in Soc 135 (i.e. culture, news, media literacy, inequality, etc). It seemingly appears to be a lower division version of our Sociology course. The concern is that students will essentially receive the same course ideas in two possible classes. We do recognize that it is lower division and housed in Area A, so we know that the classes are not in competition for students. Happy to talk about it, but was hoping to get clarity on the distinction between how you see the ideas that are engaged will be different for students. I hope that makes sense. Todd Migliaccio  
 Todd Migliaccio, Ph.D. Chair, Department of Sociology Amador 450 T (916) 278-6522 tmigliac@csus.edu Pronouns: He, Him, His

**Alyson Buckman (abuckman) (Tue, 17 Sep 2019 14:46:14 GMT):**Evidence of consultation with History (no response at time, spoke last Thursday with Jeffrey Wilson, who raised no objections): Hi Jeffrey, I would like to consult with you regarding a course we will be proposing, entitled HRS 60: Popular Culture: Critical Thinking About the World Around Us. I see that you have HRS 166, and Stacie helpfully shared three of the syllabi for HRS 166 with me so that I could make sure there wasn't too much overlap. I do not think HRS 60 is a replicant of HIST 166, and I hope you will see it similarly. Rationale: HRS 60 is a) lower division b) GE AREA A3 c) has a different emphasis as a result While there is overlap, HRS 60 is more about using pop culture as a thematic tool for understanding and enhancing critical thinking, hence the A3 designation. While there is some discussion of history at the very beginning, the course focuses on argumentation regarding pop culture and its "worth" more than on historical period. The bit of history included is more about the arguments made in the 19th and 20th centuries regarding the worth of popular culture in relation to the role of art in the world; there will be slight discussion of industrialization as well. It's also about studying generic forms. It is less about "significant changes in . . . forms and practices" (Gough) than it is about the forms and practices themselves in various, cross-disciplinary artifacts. Additionally, as a lower division course, HRS 60 could provide a gateway of interest to HRS 166. Just for your reference, my field is American Studies, with a secondary emphasis in history and a grad certificate in Women's Studies. We will be trying to get this into workflow ASAP. Thank you for your consideration and any feedback you may have, Alyson \_\_\_\_\_

Alyson R. Buckman, PhD Professor and Chair Humanities and Religious Studies Mendocino 2011 California State University, Sacramento 6000 J St Sacramento, CA 95819-6083 Phone: 916 278-5334

**Alyson Buckman (abuckman) (Tue, 17 Sep 2019 17:29:19 GMT):**These are evidence of consultation

**Thomas Pyne (pynef) (Wed, 02 Oct 2019 23:05:40 GMT):**On Oct 2 the A&L Curriculum Committee approved the course proposal pending two revisions: i. an editorial revision in "Description of the Expected Learning Outcomes": 7. Apply the insights of authors to their own arguments. ii. The syllabus is silent on how the ELO's (1) Appraise the logic of arguments..., (2) Evaluate the structure of arguments...(3) Formulate logical arguments... are to be approached and assessed. The syllabus indicates no classes, lectures, or readings dedicated to logic and argument structure. Yet those are central to the course's content and purpose. This should be specified in the syllabus, not left to the capacities of the individual instructor - however competent.

**Robin Fisher (rfisher) (Mon, 07 Oct 2019 00:02:17 GMT):**Rollback: Dear Chair Buckman, please be advised of Prof. Pyne's editorial suggestions, with careful attention to ELO #7's absence, as well as a brief mention of the intent to propose this course for GE Area A3 in the Justification. Let me know if you have any questions. Thank you, Robin Fisher.