

JAPN 128: INTRODUCTION TO JAPANESE POPULAR CULTURE

In Workflow

1. WLL Committee Chair (vassil@csus.edu)
2. WLL Chair (curtis.smith@csus.edu)
3. ALS College Committee Chair (rfisher@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Wed, 26 Aug 2020 03:35:48 GMT
Barbara Carle (carleb): Approved for WLL Committee Chair
2. Wed, 26 Aug 2020 19:19:49 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
3. Wed, 02 Sep 2020 21:45:49 GMT
Robin Fisher (rfisher): Rollback to Initiator
4. Tue, 08 Sep 2020 18:37:31 GMT
Barbara Carle (carleb): Approved for WLL Committee Chair
5. Tue, 08 Sep 2020 18:39:52 GMT
Curtis Smith (curtis.smith): Approved for WLL Chair
6. Tue, 08 Sep 2020 20:13:58 GMT
Robin Fisher (rfisher): Approved for ALS College Committee Chair
7. Tue, 08 Sep 2020 23:27:01 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

History

1. Apr 18, 2019 by Kristina Vassil (vassil)

New Course Proposal

Date Submitted: Tue, 08 Sep 2020 03:27:08 GMT

Viewing: JAPN 128 : Introduction to Japanese Popular Culture

Last approved: Thu, 18 Apr 2019 14:00:43 GMT

Last edit: Tue, 08 Sep 2020 03:27:06 GMT

Changes proposed by: Kristina Vassil (219172877)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Kristina Vassil	vassil@csus.edu	916-278-5783

Catalog Title:

Introduction to Japanese Popular Culture

Class Schedule Title:

Intro to Japn Pop Culture

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

World Languages & Literatures

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

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

JAPN - Japanese

Catalog Number: (course number)

128

Course ID: (For administrative use only.)

202993

Units:

3

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

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

JAPN 128 Introduction to Japanese Popular Culture successfully piloted online in Spring 2020. The purpose of this proposal is to add the GE Area D designation (see additions below).

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

A survey of major forms of Japanese popular culture from the postwar period to the present with a focus on genre and narrative. Genres include anime, shojo manga, Jpop, popular fiction, and fashion. Among topics to be discussed are common themes, narrative form, global appeal, and fandom. Emphasis on close reading and analysis of the texts/films. No knowledge of Japanese language or culture is required.

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=1WTU 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.'

Expected Learning Outcomes

By the end of this class students will be able to:

1. Evaluate criteria (related to class, race and ethnicity) used to define popular culture in general and the meaning of "Japanese" in Japanese popular culture
2. Critically examine major themes found in Japanese popular culture
3. Connect major tropes in Japanese popular culture to their socio-historical and cultural contexts
4. Apply conceptual frameworks related to gender, gender expression, class, age, and sexual identity used in scholarly approaches to Japanese popular culture to course material and new material
5. Situate one's own experience in discourses related to the global appeal of Japanese popular culture and fandom
6. Demonstrate improved critical reading, thinking and writing skills in guided weekly discussion posts and a final project
7. Question—through self-reflection and cultural comparison—assumptions, biases and stereotypes that emerge when studying a different culture

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

JAPN 128 GE Area D.pdf

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.

Reading/Screening Quizzes (ELO # 1, 2, 3, 4, 5)

Discussion Posts/Activities (ELO #s 1, 2, 3, 4, 5, 6)

Project (ELO #2, 3, 4, 6)

Midterm (ELO # 1, 2, 3, 4)

Final Exam (ELO # 2, 3, 4, 6)

Reflection surveys (#5, 7)

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?

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

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?

D. The Individual and Society

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.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syllabus Edited for GE Area D Aug 20.pdf

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?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

We do not anticipate that multiple sections of this class will be offered. If multiple sections are offered at some point in time, the department chair, in conjunction with WLL's Curriculum Committee, is responsible for ensuring that the Area D objectives, cultural diversity requirements, and writing requirements are all met.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The department chair, in conjunction with WLL's Curriculum Committee, is responsible for monitoring course syllabi. Presumably instructors may vary the reading choices and the nature of the assignments to enhance student learning and success in compliance with the category criteria.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

The course readings, screenings, online assignments, and examinations lead students through an analysis of socio-cultural developments in contemporary Japan (from the 1990s-2000s) through their representation in popular culture. Relevant topics reflecting ethical and social values (see syllabus pp. 7-12) include issues of gender equality and identity, sexuality, ethnic/racial identity and its relation to national identity, indigenous populations, alternate family models, foreign (non Japanese ethnic) communities in Japan, class and gender as it relates to popular culture and fan communities, among others.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

The course readings, lectures, assignments, and other class materials have been selected to introduce students to critical frameworks from a variety of disciplines such as literature/film, history, sociology, anthropology, linguistics, music, and art. Students are instructed in how to approach the study of Japanese popular culture from the perspective of, for example, gender and gender identity, ethnic/national/indigenous identities, postmodernism, national trauma and healing, geopolitical relations, among others. Discussion posts ask students to demonstrate understanding of scholarly arguments related to the assigned texts and then ask them to apply them to other primary materials. Final projects also require application of a selected line of inquiry to new popular culture materials of the student's choosing that have not been discussed in class. Students are also exposed to the shifting nature of scholarly interpretations.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

JAPN128 engages the following topics in their social/historical/cultural contexts (here I link them to specific units--see syllabus pp. 7-12 for specific readings):

Race/Ethnicity--Introduction, Anime, Popular Music

Class--Fashion, Popular Film

Age--Television

Sexual identity--Anime, Fashion, Popular Fiction

Gender--Anime, Fashion, Television, Shōjo manga

Gender Expression--Fashion, Popular Film

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

Critically examining social dynamics and issues is a key component of JAPN 128, which analyzes pop culture material within its socio-historical context. This approach is outlined in my course introduction, and is underscored in the array of critical articles assigned to every unit (see syllabus pp. 7-12). Specific issues include: national trauma and vulnerability, declining birth rate and the rise of single populations, issues of marriage and divorce, mandatory retirement age, class identity, subcultural identities, etc.

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.]

2) The course has the following formal, graded writing components:

a) 8 of 10 discussion posts require a well thought-out and organized 300-word written response to a discussion prompt designed to elicit critical thinking about the course materials and scholarly responses to them.

b) Midterm and final exam essays that require 3-4 well-organized paragraphs in response to examination prompts

c) A five-page essay project for students who opt for this format (as opposed to a video or pecha kucha project - in Spring 2020 3/4 of students wrote traditional essays)

Section 3.

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 in the CSUS Policy Manual, General Education Program, Section I.B.

None at this time.

Reviewer Comments:

Robin Fisher (rfisher) (Wed, 02 Sep 2020 21:45:49 GMT): Rollback: Dear Dr. Vassil, On behalf of the A&L Curriculum Committee, we ask that you revise your proposal with the following: delete all 'old' material in sections where you indicate 'old' or where you have added new course information; please attach only ONE syllabus to be used for the revised course as proposed. Your ELOs should vary and reflect the upper division course level. I will email you Bloom's Taxonomy so that you can find examples of action verbs for your ELO list. We recommend that you use only one verb per ELO. Thank you, Robin Fisher, Committee Chair

Barbara Carle (carleb) (Tue, 08 Sep 2020 18:37:28 GMT): Kristina has made all the changes requested by the committee. I approve this course proposal.

Key: 13699