GERO 26: AGING IN THE MEDIA

In Workflow

1. GERO Committee Chair (koss@csus.edu)
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4. SSIS Dean (shane.nordyke@csus.edu)
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Approval Path

1. 2026-09-08T22:24:25Z
   Catheryn Koss (koss): Approved for GERO Committee Chair
2. 2026-09-08T22:25:00Z
   Catheryn Koss (koss): Approved for GERO Chair
3. 2026-09-17T21:25:26Z
   Catheryn Koss (koss): Rollback to GERO Chair for SSIS College Committee Chair
4. 2026-09-22T04:50:16Z
   Catheryn Koss (koss): Rollback to Initiator
5. 2026-09-22T05:03:43Z
   Catheryn Koss (koss): Approved for GERO Committee Chair
6. 2026-09-22T05:04:29Z
   Catheryn Koss (koss): Approved for GERO Chair
7. 2026-10-08T21:40:52Z
   Catheryn Koss (koss): Approved for SSIS College Committee Chair
8. 2026-10-22T23:15:30Z
   Shane Nordyke (shane.nordyke): Approved for SSIS Dean

New Course Proposal

Date Submitted: 2026-09-22T05:02:28Z

Viewing: GERO 26 : Aging in the Media

Last edit: 2026-10-08T21:21:58Z

Changes proposed by: Catheryn Koss (219696738)

Contact(s):

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Catalog Title:
Aging in the Media

Class Schedule Title:
Aging in the Media

Academic Group: (College)
SSIS - Social Sciences & Interdisciplinary Studies

Academic Organization: (Department)
Gerontology

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)
GERO - Gerontology

Catalog Number: (course number)
26

Course ID: (For administrative use only.)
TBD

Units:
3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

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:
The Gerontology Department is proposing a new course to fill a gap in our current offerings. Our current courses focus on the biological, social, and policy aspects of aging, but we have no courses examining aging and older adults through a humanities lens. In GERO 26, students will critically examine how older adults and age-related change are portrayed in film and other media in order to deepen their understanding of how popular culture reflects and shapes beliefs, attitudes, and stereotypes about aging.

This course will also help with our outreach and recruitment efforts. This lower-division, GE course will introduce students to gerontology as a field of study early in their academic career, raising awareness about the Gerontology major and minor degree options.

To ensure that there is no redundancy with existing film or journalism courses, we have consulted with Communication Studies (see attached).

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)
This course explores how aging and older adults are portrayed in various forms of media, such as films, television shows, advertisements, news articles, and social media. Students will examine how portrayals of older adults and aging shape and reflect their own and societal attitudes and beliefs, including stereotypes, biases, and misconceptions surrounding aging.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Describe common themes, stereotypes, and narratives about aging and older adults in films and other media	Discussions & Written Reflections Quizzes Team Project & Presentation Midterm Exam Final Exam
2	Evaluate how media representations influence their own and societal perceptions of aging and older adults	Discussions & Written Reflections Team Project & Presentation

Attach a list of the required/recommended course readings and activities:
GERO 26 Readings and Learning Activities.docx

For whom is this course being developed?
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?

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:

Knowledge of human cultures and the physical and natural world
Personal and social responsibility

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 General Education (GE) or Graduation Requirement (GR) course or is it being considered for GE/GR?

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

Yes

In which GE area(s) does this apply?

3B. Humanities

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.
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:

GERO 26 Aging in the Media Syllabus_ Fall 2027_WAG.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 - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

No specialized knowledge is required to succeed in this course. The course will survey representations of aging and older adults across multiple forms of media. It will examine a wide range of later-life experiences and issues.

Develops an understanding of and appreciation for the diversity of the human community.

This course will help students examine how portrayals of aging vary across gender, race/ethnicity, sexuality, culture, and socio-economic status. It will help students identify and challenge ageist stereotypes and biases.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

Students will employ humanities-based methods of inquiry, including textual analysis, media criticism, narrative interpretation, and close reading to examine representations of aging in film, television, journalism, fiction, and other media. Students will learn to interpret representative meanings, themes, narratives, and cultural assumptions embedded within media portrayals of older adults.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Students will examine how cultural beliefs, values, and social norms shape attitudes toward aging and older adulthood. Through analysis of historical and contemporary media representations, students will investigate how societies construct meanings associated with age, intergenerational relationships, productivity, wisdom, dependence, and social participation. The course explores how media both reflects and influences societal understandings of age and age-related identities.

Compare and analyze various conceptions of humankind.

Students will thoughtfully evaluate diverse portrayals of aging and later life across cultures, historical periods, and media forms and compare competing conceptions of human development, identity, dignity, independence, vulnerability, and life meaning in older adulthood. The course encourages students to question stereotypes and consider multiple perspectives on what it means to age and to live a meaningful human life.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

Students will examine changing representations of aging across historical periods and cultural contexts, exploring how perceptions of old age have evolved alongside social, economic, and technological developments. Through the study of film, fiction, advertising, and other media, students will analyze how presentations of cultural values around family, work, leisure, beauty, and mortality shape societal understandings of aging and older adults.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:
- **Women**
- **Ethnicity**
- **Socio-economic status**
- **Religious affiliation**
- **Disabilities**
- **Gays & lesbians**

Many of the films and other media covered in this class explore intersectionality between aging and gender, race/ethnicity, class, disability, and sexuality.

Includes a writing component described on course syllabus

l) 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.]

This course satisfies the lower-division General Education writing requirement through written reflections about films and other media, individual written preparation for team projects and presentations, and essay-based responses on the midterm and final examinations. These assignments require students to move beyond plot summary by interpreting themes, evaluating representations of aging, comparing perspectives, and applying course concepts while supporting their ideas with evidence from course materials. Written work will be evaluated for clarity, organization, accurate use of course terminology, proper handling of relevant concepts, and the quality of students' analytical reasoning.

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

NA

Please attach any additional files not requested above:

Consultation - COMM.pdf

Reviewer Comments:

Catheryn Koss (koss) (Thu, 17 Sep 2026 21:25:26 GMT): Rollback: see 9/17/2026 email

Catheryn Koss (koss) (Tue, 22 Sep 2026 04:50:16 GMT): Rollback: see email

Key: 15593