

Curriculum Committee



New Course Proposal

School or Division	School of Arts, Humanities, and Social Sciences
Program or Certificate	N/A
Proposed by (faculty only)	Thomas C. Donaldson
Presenter (faculty only)	Thomas C. Donaldson
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date.	
Submission date	10/3/2018
Course prefix, number, and title	ISS 2153 - INTRODUCTION TO POPULAR CULTURE
<p>All Curriculum proposals require approval of the Curriculum Committee and the Interim Provost for Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed proposal.</p> <p> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve </p> <p> <u>Mary R. Myers</u> <u>12/11/18</u> Curriculum Committee Chair Signature Date </p>	
<p> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve </p> <p> <u>[Signature]</u> <u>12-12-18</u> Interim Provost for Academic Affairs Signature Date </p>	
All Curriculum proposals require review by the Office of Accountability & Effectiveness.	
<p><input checked="" type="checkbox"/> Reviewed</p> <p> <u>Barbara D. Miley</u> <u>1-4-19</u> Office of Accountability & Effectiveness Signature Date </p>	

Section I, Important Dates and Endorsements Required

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Interim Provost for Academic Affairs' Office.

Term in which approved action will take place	Fall 2019
Provide an explanation below for the requested exception to the effective date.	
N/A	

Any exceptions to the term start date requires the signatures of the Academic Dean and Interim Provost for Academic Affairs prior to submission to the Dropbox.		
Dean	Signature	Date
Dr. Deborah Teed		
Interim Provost for Academic Affairs	Signature	Date
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Brian D. Page	11/7/2018
Academic Dean or Interim Provost for Academic Affairs	Deborah Teed	11/9/2018

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Dawn R. Kulpanowski <Dawn.Kulpanowski@fsw.edu> Harold Van Boven <Harold.VanBoven@fsw.edu> Shawn W. Moore <Shawn.Moore@fsw.edu> Lauren Madak <Lauren.Madak@fsw.edu> Bruno M. Baltodano <Bruno.Baltodano@fsw.edu> Jacquelyn Davis <Jacquelyn.Davis@fsw.edu>

Has the Libraries' Collection Manager been contacted about the new course and discussed potential impacts to the libraries' collections?
Not as of yet. As of this writing, the most foreseeable impact on the Library would be its acquisition of copies of the major course texts.

Section II, New Course Information (must complete all items)

List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D").	None
Provide justification for the proposed prerequisite(s).	
Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)?	No
List course co-requisites.	None
Provide justification for the proposed co-requisite(s).	
Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No N/A
Course credits or clock hours	3
Contact hours (faculty load)	3
Are the Contact hours different from the credit/lecture/lab hours?	N/A
Select grade mode	Standard Grading (A, B, C, D, F)
Credit type	College Credit
Possible Delivery Types (Online, Blended, On Campus)	On campus
Course description (provide below)	
This course is intended to encourage students to think crucially and analytically about various aspects of popular culture. Popular culture consumption is major American pastime, and popular culture industries rely on cultural context to stimulate consumption. Students will examine popular culture trends and tropes with reference to the cultural context in which they were produced to understand the manner in which issues of race, gender, class, and other social identities were and are refracted through these products.	

General topic outline (type in outline below)

- TEXTS: Jack Nachbar and Kevin Lause, *Popular Culture: An Introductory Text*; Herbert Gans, *Popular Culture and High Culture*; Other Course readings will be made available as electronic "handouts" through Canvas.
- Studying Popular Culture in Theory - Introduction to American/Cultural Studies:
- Studying Popular Culture in Theory - Taking the Perspective of the Outsider
- Studying Popular Culture in Theory - Myth and Symbol School/Hegemonic American Studies
- Studying Popular Culture in Theory - Post-Hegemonic American Studies
- Studying Popular Culture in Practice - The Mechanics of Popular Culture Narratives
- Studying Popular Culture in Practice - Fundamentals - Genre, Formula, Trope
- Studying Popular Culture in Practice - Popular Rituals
- Studying Popular Culture - Popular Culture as Problem Culture
- Studying Popular Culture in Practice - From Hegemonic to Post-Hegemonic American Studies

Learning Outcomes:

IV. Course Competencies, Learning Outcomes and Objectives

A. General Education Competencies and Course Outcomes

1. Integral *General Education Competency or competencies*:

General Education Competency: Think critically about questions to yield meaning and value.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Students will analyze popular culture products and trends as historical evidence and/or primary sources, and generate arguments and conclusions about major problems, debates, and issues in U.S. history/culture during the 20th Century.

2. Supplemental *General Education Competency or competencies*:

B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for

* This is not a core course.

C. Other Course Objectives/Standards

* Students will analyze the impact of industrialization on the nation's economy since 1877, with particular emphasis on mass culture/popular culture, and compare and contrast the differences between High Culture and Mass Culture.

* Students will describe the transformation of race, class, or gender relations in the twentieth century United States and analyze the impact of these changes on American popular culture.

Copy and Paste the SCNS Course Profile Description below (http://scns.fldoe.org/scns/public/pb_index.jsp).	
THIS COURSE IS DESIGNED TO INTRODUCE YOU TO A VARIETY OF THEORETICAL APPROACHES TO THE STUDY OF POPULAR CULTURE. THE OVERALL OBJECTIVE IS TO EXPLORE HOW POPULAR CULTURE, IN ALL ITS VARIOUS FORMS, NOT ONLY REFLECTS THE WORLD AROUND US BUT ALSO HOW IT INFLUENCES THE WAY WE PERCEIVE THE WORLD.	
ICS code for this course	ADVANCED AND PROFESSIONAL - 1.17.22 - SOCIAL SCIENCES
Institutional Reporting Code	11722 SOCIAL SCIENCE
Degree Attributes	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Degree Attributes (if needed)	Choose an item.
Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".	No
Is the course an "International or Diversity Focus" course?	No, not International or Diversity Focus
Is the course a General Education course?	No
Is the course a Writing Intensive course?	No
If Replacing a course, combining a Lecture/Lab or splitting a C course – Is there a course equivalency?	
Is the course repeatable*? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No
Do you expect to offer this course three times or less (experimental)?	No

Impact of Course Proposal	
Will this new course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	N/A
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	

Section III, Justification for proposal

Provide justification (below) for this proposed curriculum action.
<ol style="list-style-type: none"> 1. To allow students to bring prior knowledge to bear on their academic career in a novel manner, specifically their life experience as media consumers. 2. To demonstrate to students that any and all products of a given culture are shaped by the historical context in which they are produced. 3. To improve the media literacy of students by teaching #2, above. 4. To more fully utilize the academic resources of Prof. T. Donaldson by providing an opportunity to teach in his area of specialty (The History of American Popular Culture) 5. To create a course that would enhance the offerings unique to Charlotte Campus.