ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit  CLAS Department  Hugh Downs School of Human Comm

Subject  COM  Number  323  Title  Comm. Approaches to Popular Culture  Units:  3

Is this a cross-listed course?  No
If yes, please identify course(s)  

Is this a shared course?  No  If so, list all academic units offering this course  

Course description:  

Requested designation: (Choose One)
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucile@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
• Literacy and Critical Inquiry core courses (L)
• Mathematics core courses (MA)
• Computer/statistics/quantitative applications core courses (CS)
• Humanities, Arts and Design core courses (HU)
• Social-Behavioral Sciences core courses (SB)
• Natural Sciences core courses (SO/SG)
• Cultural Diversity in the United States courses (G)
• Global Awareness courses (G)
• Historical Awareness courses (H)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Catalog description
☒ Course Syllabus
☒ Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name  Belle A. Edson  Phone  5x8264
Mail code  1205  E-mail: bedson@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed):  Linda Lederman  Date:  2/16/15
Chair/Director (Signature):  

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Statement Regarding COM 323 from Dr. Belle Edson

The course covers a broad range of culturally diverse topic areas, issues and groups. For instance, the course covers types of criticism such as Cultural, Marxist, Postcolonial, Feminist, African American, and Gay, Lesbian & Queer. Also, the popular culture examples used throughout the semester reflect issues surrounding, identities in-the-making, and representations of gender, sexuality, (dis)ability, race, ethnicity, nation, mobility, borders, place/space, and socioeconomic status.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[C] CRITERIA

#### CULTURAL DIVERSITY IN THE UNITED STATES

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. A Cultural Diversity course must meet the following general criteria:</td>
<td>syllabus</td>
</tr>
<tr>
<td>☒</td>
<td>The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
<td>syllabus</td>
</tr>
<tr>
<td></td>
<td>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or worldviews of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
<td>syllabus</td>
</tr>
</tbody>
</table>

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com 323</td>
<td>323</td>
<td>Approaches to Popular Culture C</td>
<td></td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>C-1</td>
<td>Readings in course that frame different analytical frames to look at pop culture.</td>
<td>Compared groups in music video criticism</td>
</tr>
<tr>
<td>C-2a &amp; c-</td>
<td>The focus of class is on popular culture and identities treated.</td>
<td>Final paper project and most viewed</td>
</tr>
</tbody>
</table>
COM 323—Cultural Diversity in the US

1. This course is about cultural diversity in the US and how we have come to understand personal, social and political identities.

2. A. This course looks at the cultural expressions found in popular culture and how those popular culture expressions found in art, media, social media, film, texts contribute to our understandings of ourselves and others who we interact with in the US culture.

C. This course also looks at different linguistic, gender, cultural and racial groups and how people are identified, categorized in popular culture. Most classes take up the issues of racial and ethnic groups and their portrayal in popular texts.
Communication Approaches to Popular Culture
Critical analysis of popular culture within social and political contexts; emphasizes multicultural influences and representations in everyday life.

Allow multiple enrollments: No  Primary course component: Lecture
Repeatability for credit: No  Grading method: Student Option

Offered by: College of Liberal Arts and Sciences -- Hugh Downs School of Human Communication
Pre-requisites: Minimum 2.50 GPA; COM 100 with C or better
COM 323, COMMUNICATION APPROACHES TO POPULAR CULTURE: 70857 (Fall 2014)  
TR 130-242; PSA 109

Instructor: Raena Lynn Quinlivan, Ph.D.  
E-mail: raena.quinlivan@asu.edu  
Office Hours: TR 9-1015 (434 Stauffer) and by appointment

Course Description: Welcome to Communication Approaches to Popular Culture. The course covers critical theory (like postcolonial, feminist, and deconstructive criticism) as a means of studying popular culture. Students should leave the course with basic knowledge about the ways in which popular culture messages impact them on a daily basis, as well as develop a critical eye for deconstructing these messages.

GENERAL POLICIES

Your Responsibilities: Your responsibilities to this class, and to your education as a whole, include attendance and participation. This syllabus details specific expectations the instructor may have about attendance and participation. You have a responsibility to help create a classroom environment where all may learn. At the most basic level, this means you will respect the other members of the class and the instructor and treat them with the courtesy you hope to receive in return. Specifically, racist, sexist, homophobic or other discriminatory language or behavior will not be tolerated.

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.
SPECIFIC POLICIES

Assignments for CAPC: Each student will take 11 quizzes over weekly readings and be given two writing prompts over the films we watch in class. Students will join a group and deliver a "case study" report about one of the critical theories covered in class. Students will also participate in group activities during "case study" days (10). A final paper (over a critical theory presented in class) and participation scores will round out the points in the class.

Grades:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Activities (10)</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (11)</td>
<td>110</td>
</tr>
<tr>
<td>Viewings (2 @ 20 points)</td>
<td>40</td>
</tr>
<tr>
<td>Final Paper</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

Strategies for Improvement:
I cannot explicitly measure effort, the final product is all that can be evaluated. Although effort is typically associated with improved results, you should not confuse the two. I spend vast amounts of time ensuring that grades are fair and consistent, and if anything, err in your favor when assigning grades. Please feel free to speak with me at any time about ways to improve your performance during the course. I strongly suggest that you do not wait until the end of the semester to discuss strategies for improvement.

Questions or Concerns about Graded Assignments:
I spend time carefully evaluating your work and expect that you will take time to read my comments. Therefore, I will not discuss your graded assignments until 24 hours have passed from the time I return the assignment to you. After that time, I will be happy to discuss the assignment with you using the grading criteria. The attitude brought to office hours should be focused on what can be done to improve your performance on the next assignment, rather than disputing the grade itself. I will not make changes to any grades more than 7 days after I returned an assignment, but I will be happy to discuss any questions you have. My goal is to help you improve your performance.

Contacting the Instructor:
Although e-mail is useful for quick, easy-to-answer questions, I request that students do not use it as a substitute for normal office hours. If you need substantive help in the course, I cannot adequately assist you via e-mail. Interaction is the key to making office hours work, and e-mail does not allow for this kind of interaction. Additionally, do not assume that I check my e-mail all day. Always assume a 48-hour response time.

Attendance/Participation:
I will not keep a record of your attendance. However, there are quizzes or activities daily. Many years of teaching have proven to me that there is a strong relationship between class attendance
and performance on written assignments. You should also recognize that simply showing up to class does not guarantee or entitle you to a passing grade. I will do my best to involve you in discussions and I strongly encourage you to participate - it will contribute significantly to how much you and your classmates learn in this class.

You are fully responsible for all information covered during class meetings and contained within the readings (including any changes related to the syllabus and/or the course schedule). Please note that you are responsible for obtaining any information missed due to absences, that are not university approved (i.e. hospitalization, death in the family, university sanctioned event), from one of your classmates, not from me. I assume that any student who approaches me during office hours for clarity has attended the class related to the question at hand.

**Deadlines and Due Dates:**
I must approve any excuse for missing a paper/quiz/activity (p/q/a) deadline prior to the due date of that p/q/a. Missing a due date without receiving prior approval will result in a zero on that p/q/a, and no opportunity will be provided to “make up” the p/q/a. There will be NO EXCEPTIONS to this rule. Prior approval requires that you talk to me in person (i.e. face-to-face; sending an e-mail or leaving a telephone message is not sufficient) and that I accept the reason for your request. Please note that, even in the case of prior notification, papers and other assignments may only be made up in cases of legitimate, officially documented excused absences.

***************YOU CANNOT MISS YOUR CASE STUDY DATE***************

**Assigned Readings:**

**Daily Syllabus:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-21</td>
<td>Introduction to Communication &amp; Pop Culture</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-26</td>
<td>Individual Introductions &amp; Group Selection; Overview of Case Study Assignment; Critical Theory Generally</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>8-28</td>
<td>Representation &amp; Pop Culture</td>
<td>Viewing: Miss-Representation. Writing Prompt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-2</td>
<td>Psychoanalytic Criticism</td>
<td>Chapter 2: Quiz</td>
</tr>
<tr>
<td>9-4</td>
<td>Case Study: Psychoanalytic (Dr. Quinlivan)</td>
<td>Activity</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings/Assignments</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>9-9</td>
<td>Marxist Criticism</td>
<td>Chapter 3: Quiz</td>
</tr>
<tr>
<td>9-11</td>
<td>Case Study: Marxist (Group 1)</td>
<td>Activity</td>
</tr>
<tr>
<td>9-16</td>
<td>Feminist Criticism</td>
<td>Chapter 4: Quiz</td>
</tr>
<tr>
<td>9-18</td>
<td>Case Study: Feminist (Group 2)</td>
<td>Activity</td>
</tr>
<tr>
<td>9-23</td>
<td>New Criticism</td>
<td>Chapter 5: Quiz</td>
</tr>
<tr>
<td>9-25</td>
<td>Case Study: New Criticism (Group 3)</td>
<td>Activity</td>
</tr>
<tr>
<td>9-30</td>
<td>Structuralist Criticism</td>
<td>Chapter 7: Quiz</td>
</tr>
<tr>
<td>10-2</td>
<td>Case Study: Structuralist (Group 4)</td>
<td>Activity</td>
</tr>
<tr>
<td>10-7</td>
<td>Deconstructive Criticism; Overview of Final Paper</td>
<td>Chapter 8: Quiz</td>
</tr>
<tr>
<td>10-9</td>
<td>Case Study: Deconstructive (Group 5)</td>
<td>Activity</td>
</tr>
<tr>
<td>10-14</td>
<td>NO SCHOOL: Fall Break</td>
<td></td>
</tr>
<tr>
<td>10-16</td>
<td>Masculinity &amp; Pop Culture</td>
<td>Viewing: Tough Guise 2, Writing Prompt</td>
</tr>
<tr>
<td>10-21</td>
<td>New Historical &amp; Cultural Criticism</td>
<td>Chapter 9: Quiz</td>
</tr>
<tr>
<td>10-23</td>
<td>Case Study: NHC (Group 6)</td>
<td>Activity</td>
</tr>
<tr>
<td>10-28</td>
<td>Lesbian, Gay &amp; Queer Criticism</td>
<td>Chapter 10: Quiz</td>
</tr>
<tr>
<td>10-30</td>
<td>Case Study: LGQ (Group 7)</td>
<td>Activity</td>
</tr>
<tr>
<td>11-4</td>
<td>African American Criticism</td>
<td>Chapter 11: Quiz</td>
</tr>
<tr>
<td>11-6</td>
<td>Case Study: African American (Group 8)</td>
<td>Activity</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings/Assignments</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>11-11</td>
<td>NO SCHOOL: Veteran's Day</td>
<td></td>
</tr>
<tr>
<td>11-13</td>
<td>Final Paper Workshop (bring 2 copies)</td>
<td>-10 from participation score for missing the workshop</td>
</tr>
<tr>
<td>11-18</td>
<td>Postcolonial Criticism</td>
<td>Chapter 12: Quiz</td>
</tr>
<tr>
<td>11-20</td>
<td>Case Study: Postcolonial (Group 9)</td>
<td>Activity</td>
</tr>
<tr>
<td>11-25</td>
<td>Final Paper Presentations</td>
<td>Final Papers Due: -10 from participation score for missing the presentations</td>
</tr>
<tr>
<td>11-27</td>
<td>NO SCHOOL: T-Day Break</td>
<td></td>
</tr>
<tr>
<td>12-2</td>
<td>Final Paper Presentations</td>
<td>-10 from participation score for missing the presentations</td>
</tr>
<tr>
<td>12-4</td>
<td>Final Paper Presentations</td>
<td>-10 from participation score for missing the presentations</td>
</tr>
</tbody>
</table>

**Case Study Group Assignment:** In groups, you are to complete a critique of a popular culture text using the type of criticism that has been assigned to your group. Present the pop culture text and your critique to the class in a coherent manner (public speaking form). Then, show the class another pop culture text and devise a series of questions that will help them (in their groups) critique that text utilizing your type of criticism. More detailed directions will be distributed in class.
Critical Theory Today
A user-friendly guide
Third edition

Lois Tyson
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