

General Studies Request Form

Please see the [General Studies Request Overview and FAQ](#) for information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

Proposal Contact Information

Submitter Name	Submitter Email	Submitter Phone Number
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College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of Social Transformation (CSOCTRANS)

Submission Information

Type of submission:

Mandatory Review (Course or topic currently holds this designation and is undergoing 5-year review)

What is Mandatory Review?

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
WST	371	3

Course Information

Courses approved for General Studies require mandatory review every five years.

Course Title

Sex and the City: Women, Sexuality, and Popular Culture

Course Catalog Description

An in-depth study of the changing media representations of young, sexually autonomous women in the city.

Is this a crosslisted course?

No

Is this course offered by another academic unit?

No

General Studies

Requested Designation

HU - Humanities, Arts and Design

HU: Humanities, Arts and Design

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories, and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances, and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of artwork and design.

The Humanities, Arts and Design are an important part of the General Studies program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of artwork and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

[Revised March 2021]

Note: The following types of courses are **excluded** from the "HU" designation, even though they might give some consideration to the humanities, arts and design:

1. Courses devoted primarily to developing skill in the use of a language.
2. Courses devoted primarily to the acquisition of quantitative or experimental methods.
3. Courses devoted primarily to teaching skills.

"HU" courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **a central and substantial portion** of the course content.

Select which "HU" criteria this course meets.

2. Concerns the interpretation, critical analysis, or creation of written, aural, or visual texts; and/or the critical analysis (not summary or memorization) of historical development of textual traditions.

"HU" Criteria 2

Concerns the interpretation, **critical analysis**, or creation of written, aural, or visual texts; and/or the **critical analysis (not summary or memorization)** of historical development of textual traditions.

Identify the submitted documentation that provides evidence.

Syllabus and Readings

How does this course meet the spirit of this criteria?

This course critically examines how women and sexuality have been depicted in American popular culture from the 1950's to current day. Utilizing themes and images from various formats, including movies, television, and popular books we consider what ideas and images about sexuality are being marketed and sold. We examine the cultural, political, and social implications of these representations and how they speak to and from the culture at large. Do these changing representations challenge traditional notions of patriarchy? We consider questions such as: Have popular images of women and sexuality changed over time? If so, what has allowed these changes to occur? How do these popularly constructed ideas about sexuality affect attitudes concerning issues of romance and relationships, danger and violence or sexuality and sexual orientation? How do issues of race, class, ethnicity or age affect these depictions?

- This course applies an intersectional framework to the critical analysis of popular culture
- It deconstructs how ideologies of the gender, race and sexuality are reflected in the popular culture and how they have (or have not) changed over the decades
- It develops a broad critical perspective on media, sexuality and gender that can be used to examine the relationship between popular media and social change

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Each weekly unit uses an intersectional framework to critically analyze representations on the popular discourse as seen on the syllabus on pages 3-5. We analyze and deconstruct representations in film, tv as well as popular books and even music lyrics.

"HU" Criteria 4

In addition, an "HU" course must meet one or more of the following requirements. Select all that apply.

- Concerns the development of human thought, with emphasis on demonstrable critical analysis of philosophical and/or religious systems of thought.

"HU" Criteria 4A Information

Concerns the development of human thought, with emphasis on **demonstrable critical analysis** of philosophical and/or religious systems of thought.

Identify the submitted documentation that provides evidence.

Syllabus and Course Materials

How does this course meet the spirit of this criteria?

We explore historical and philosophical debates about feminism that contrast with and challenge western enlightenment interpretations of patriarchy (some examples-examined through cautionary tales in unit 4, film noir in unit 5, etc.)

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

Syllabus- various weekly modules and readings pages 3-5. Unit 5 is a great example of debates about women's role and patriarchy - particularly within film noir -and how this archetype isn't new and has been around long before the 20th century,

Attach a sample syllabus for this course or topic, including the list of any required readings.

[WST 371 Syllabus.docx](#)

Attach the table of contents from any required textbook(s).

No Response

Attach any other materials that would be relevant or helpful in the review of this request.

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Michelle Vlahoulis - February 26, 2023 at 2:02 PM (America/Phoenix)

Department Approval

Approved

Camilla Fojas - February 26, 2023 at 2:10 PM (America/Phoenix)

Michelle Vlahoulis

Sada Gilbert

Provost's Office Review

Approved

April Randall

Joni Lochtefeld - March 3, 2023 at 2:42 PM (America/Phoenix)

Humanities, Arts and Design Mandatory Review

Acknowledgement Requested

Bertha Manninen - March 24, 2023 at 10:28 AM (America/Phoenix)

Revise and resubmt

Student learning outcomes include identifying “critical concepts in critical media theory” and developing “a broad critical perspective on media, sexuality and gender that can be used to examine the relationship between popular media and social change.” However, there isn’t much in the assignments explanation that clearly requires critical analysis. The “Book Review Paper” does require students to engage in questions that entail critical reflection on the texts but that’s the only assignment where critical engagement is required from what we see on the syllabus. We recommend that the professor include more specifics about the class assignments and emphasize how the students will be engaging in critical analysis with those assignments.

Michelle Saint

Mina Suk

Peter Schmidt

General Studies Council Meeting

Waiting for Approval

April Randall

Joni Lochtefeld

Proposer Notification

Notification

Michelle Vlahoulis
