

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item:22-26  
Effective Fall 2022

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CMN 5030
3. **Short title:** Critical Inquiry
4. **Long title:** Critical Inquiry
5. **Hours per week:** 3 Class    0 Lab    3 Credit
6. **Terms:** ☐ Fall    ☐ Spring    ☐ Summer    ☒ On demand
7. **Initial term:** ☒ Fall    ☐ Spring    ☐ Summer    Year: 2022
8. **Catalog course description:** This course is a survey of the history of critical inquiry from the ancient Greeks to modern critical theory. The course covers the main intellectual traditions and philosophical background of critical theory, and investigates how these critical traditions can be used in communication research.

**9. Course attributes:**

General education component: ☐ NA

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

**10. Instructional delivery**

**Type of Course:**

☒ Lecture    ☐ Lab    ☐ Lecture/lab combined    ☐ Independent study/research  
☐ Internship    ☐ Performance    ☐ Practicum/clinical    ☐ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

☒ Face to Face    ☒ Online    ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

11. Course(s) to be deleted from the catalog once this course is approved. ☐ NA

12. **Equivalent course(s):** ☐ NA

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes    ☐ No

13. **Prerequisite(s):** ☐ None

a. **Can prerequisite be taken concurrently?** ☐ Yes    ☐ No

b. **Minimum grade required for the prerequisite course(s)?** \_\_\_\_\_

c. **Use Banner coding to enforce prerequisite course(s)?** ☐ Yes    ☐ No

**d. Who may waive prerequisite(s)?**

☐ No one    ☐ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (specify)

**14. Co-requisite(s):** ☐ NA \_\_\_\_\_

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** Graduate students

**b. Degrees, colleges, majors, levels, classes which may not take the course:** Undergraduates

**16. Repeat status:** ☒ May not be repeated    ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** 3

**18. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software ☐ NA \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☐ Course is required for the major(s) of \_\_\_\_\_  
☐ Course is required for the minor(s) of \_\_\_\_\_  
☐ Course is required for the certificate program(s) of \_\_\_\_\_  
☒ Course is used as an elective
2. **Rationale for proposal:** This course is being revised to update the learning objectives and content to match how it is currently being taught. Part of this revision is refocusing upon theory as opposed to method, and how critical theory can be implemented in communication research. We are also updating the course to offer online delivery in addition to face-to-face.

### **3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: None

Prerequisites: None

Co-requisites: None

Enrollment restrictions: This course is designed to provide advanced in-depth examination of theories and concepts suitable for students who are engaging in research at the graduate level.

Writing active, intensive, centered: NA

### **4. General education assurances (answer N/A if not applicable)**

General education component: NA

Curriculum: NA

Instruction: NA

Assessment: NA

### **5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Although the course will primarily be offered face-to-face, it may be offered online from time to time for the Communication and Leadership degree, and the Graduate Certificate in Communication Processes. These two areas are growing exponentially, and online options are needed for these students.

Instruction: All resources and activities will be available through the university learning management system. The system provides students with 24-hour online access to all course files, syllabus, PowerPoint files, media content, assignments, group activities, and discussion. Faculty assigned to teach the course will have completed OCDi training, or the equivalent.

Integrity: Several mechanisms will be in place to ensure the integrity of the course. Any exams or quizzes will be administered through the learning management system and must be completed within a pre-determined time limit. Written assignments will be processed through anti-plagiarism software (such as Turnitin). Discussion boards will be monitored for accurate and original content.

Interaction: The learning management system will be the required means to facilitate interaction between students, and between students and instructor. Discussion boards will be used extensively, as will video and/or audio PowerPoint presentations. Students will also facilitate using widely available interactive technology. While primarily asynchronous, faculty may choose to schedule synchronous meetings using the learning management system or equivalent.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: CMN 5030: Critical Inquiry
2. Catalog description: This course is a survey of the history of critical inquiry from the ancient Greeks to modern critical theory. The course covers the main intellectual traditions and philosophical background of critical theory, and investigates how these critical traditions can be used in communication research.
3. Learning objectives.
  - a. Identify key perspectives in critical inquiry (GLG: 1);
  - b. Understand and evaluate how critical theory is used in contemporary research (GLG: 1 & 2);
  - c. Analyze the ways in which critical theory has been adapted to meet social issues (GLG: 1, 2, & 5);
  - d. Synthesize concepts in order to create new research (GLG: 1, 2, 4, & 5)
  - e. Improve writing through creating a multi-stage seminar paper (GLG: 1-5);
  - f. Apply communication concepts to facilitating class learning (GLG: 1 & 3)
4. Course materials.

Foucault, M. *Discipline and Punish: The Birth of the Prison*

All additional readings uploaded to D2L

5. Weekly outline of content.

Week 1: General Course Overview & Ideology

- D2L: Lindlof & Taylor, “Critical Theory”
- D2L: Lather, “Troubling Clarity”
- D2L: McGee, “The ‘Ideograph’”

### UNIT 1: THE ENLIGHTENMENT & RESPONSES

Week 2: Early influences

- D2L: Condit Railsback, “Beyond Rhetorical Relativism”
- D2L: Plato, Book 7 from *The Republic*
- D2L: Descartes, “Meditations on First Philosophy”

Week 3: Enlightenment and beyond

- D2L: Porter, “What was the Enlightenment?”
- D2L: Kant, “What is Enlightenment?”

- D2L: Foucault, “What was the Enlightenment?”

#### Marxism

- 1/28: Ollman, “What is Marxism? A Bird’s Eye View”
- 1/28: Marx & Engels, “The Communist Manifesto”

#### Week 4: Frankfurt School

Held, “Introduction” and “The Frankfurt School”

- 1/30: Bottomore, “The Frankfurt School,” from A Dictionary of Marxist Thought
- 1/30: Marcuse, “One-dimensional Man”

#### Week 5: Building on Marxism

- D2L: Althusser, “Ideology and Ideological State Apparatuses”
- D2L: Cloud, “The Matrix and Critical Theory’s Desertion of the Real”

### UNIT 2: ...AND ALONG COMES FOUCAULT!

#### Week 6: Foucault, Archaeology/Genealogy

- *Discipline and Punish*

#### Week 7: Foucauldian methods applied

- *Discipline and Punish* (cont.)
- D2L: Fenske, “Movement and Resistance”

### UNIT 3: POST-STRUCTURALISM

#### Week 8: Post-structuralism overview

- D2L: Butler, “Contingent Foundations”
- D2L: Baudrillard, “Simulacra and Simulations”

Post-structuralism applied

- D2L: St. Pierre, “Poststructural Feminism in Education”
- D2L: Jenkins, “Seeing Katrina”

#### Week 9: Feminism

- D2L: Butler, “ excerpt from Gender Trouble
- D2L: Campbell, “The Rhetoric of Women’s Liberation: An Oxymoron”

Feminism applied

- D2L: Blair, Brown, and Baxter, “Disciplining the Feminine”
- D2L: Holland, “The Dangers of Playing Dress-up”

#### Week 10: Gender

- D2L: Hawkesworth, “Confounding Gender”
- D2L: Connell, “The Social Organization of Masculinity”

#### Gender applied

- D2L: Sloop, “Disciplining the Trans-Gendered”
- D2L: Gronnvoll, “Gender (In)Visibility at Abu Ghraib”

#### Week 11: Queer theory

- D2L: Jagose, “Queer”
- D2L: Yep, “The Violence of Heteronormativity in Communication Studies”

#### Queer theory applied

- D2L: Grindstaff, “The Fist and the Corpse”
- D2L: Chavez, “Beyond Complicity”

#### Week 12: Race

- D2L: Ono, “Critical: A Finer Edge”
- D2L: Ono & Sloop, Introduction & Chapter 1 of Shifting Borders
- D2L: Hasian & Delgado, “The Trials and Tribulations of Racialized Critical Rhetorical Theory”
- D2L: White Fragility

#### Race applied

- D2L: Nakayama & Kriek, “Whiteness: A Strategic Rhetoric”
- D2L: Bailey, “Coming Out as Homophobic”

### UNIT 4: OTHER CRITICAL PERSPECTIVES

#### Week 13: Post-colonialism

- D2L: Childs, “Introduction”
- D2L: Said, “Orientalism”

#### Post-colonialism

- D2L: Spivak, “Can the Subaltern Speak?”
- D2L: Shome & Hegde, “Postcolonial Approaches to Communication”

#### Week 14: Post-colonialism applied

- D2L: Shome, “Post-Colonial Still Matters”
- D2L: Kavoori, “Getting Past the Latest ‘Post’”
- D2L: Ewalt, “A Colonialist Celebration of National <Heritage>”

#### Week 15: Critical rhetoric

- D2L: McKerrow, “Critical Rhetoric: Theory and Praxis”
- D2L: McGee: “Text, Context, and the Fragmentation of Contemporary Culture”

#### Critical rhetoric applied

- D2L: Hurt, “Disciplining through Depression”
- D2L: Hammers, “Talking about ‘Down There’”

Week 16: Presentations of final projects

6. Assignments and evaluation, including weights for final course grade.

- Active participation 20%
- Class facilitation 20%
- Faculty research paper 20%
- Five-phase seminar paper and presentation 40%

7. Grading scale.

Letter grades will be assigned based on the following scale:

A = 100 – 90%

B = below 90 – 80%

C = below 80 - 70%

D = below 70 - 60%

F = below 60%

8. Correlation of learning objectives to assignments and evaluation.

Objectives & Goals	Active participation 20%	Class facilitation 20%	Faculty research paper 20%	Five-phase seminar paper and presentation 40%
Identify key perspectives in critical inquiry (GLG: 1)	X		X	X
Understand and evaluate how critical theory is used in contemporary research (GLG: 1 & 2)	X		X	X
Analyze the ways in which critical theory has been adapted to meet social issues (GLG: 1, 2, & 5)		X	X	X
Synthesize concepts in order to create new research (GLG: 1, 2, 4, & 5)				X

Improve writing through creating a multi-stage seminar paper (GLG: 1-5)			X	X
Apply communication concepts to facilitating class learning (GLG: 1 & 3)		X		

**Date approved by the department or school:** February 9, 2022

**Date approved by the college curriculum committee:** March 2, 2022

**Date approved by the Honors Council (*if this is an honors course*):** Date approved by CAA: CGS: