Eastern Illinois University
Revised Course Proposal
EIU 4128G, Politics and Popular Culture

Banner/Catalog Information (Coversheet)

1. ____New Course or __x___Revision of Existing Course

2. **Course prefix and number:** _____EIU 4128G_____

3. **Short title:** ____Politics & Popular Culture_____

4. **Long title:** ____Politics & Popular Culture _____

5. **Hours per week:** _150 minutes/15 week course__ Class ___ Lab _3__ Credit

6. **Terms:** ___ Fall ___ Spring _x__ Summer _x__ On demand

7. **Initial term**: ___ Fall ___ Spring _x__ Summer Year: _2017_____

8. **Catalog course description:** This course examines the relationship between politics and popular culture and focuses on how politics and culture interact. Students will examine how various media including music, television, film, and the Internet influence and reflect political behavior and institutions. WI. (Majors in Political Science are excluded.)

9. **Course attributes:**

    General education component: ___Senior Seminar_____

    ___ Cultural diversity ___ Honors ___ Writing centered _x_ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    _x__ Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _x__ Face to Face _x__ 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. __none_____

12. **Equivalent course(s):** _____none_____

    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): _____none_____

15. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: Non-Political Science majors who have completed at least 75 credits.

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: Political Science majors (including the International Studies option and the Civic & Nonprofit Leadership option).

16. Repeat status: _x__ 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: _NA__

18. Grading methods: _x__ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. Special grading provisions:

   ___ Grade for course will <u>not</u> count in a student's grade point average.

   ___ Grade for course will <u>not</u> 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_____none_____

   Course Fee ___No ___Yes, Explain if yes_____

21. Community college transfer:

   ___ A community college course may be judged equivalent.

   _x__ A community college may <u>not</u> be judged equivalent.

   Note: Upper division credit (3000+) will <u>not</u> 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 _____

   _x__ Course is used as an elective Film Studies Minor, BGS students

2. **Rationale for proposal**: The primary purpose of this revision is to allow for online course delivery, allowing for greater scheduling flexibility and access to students.

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

   Similarity to other courses: While EIU offers several courses addressing various aspects of popular culture, this is the only course focusing on the connections with politics, based on research from Political Science.

   Prerequisites: Not applicable

   Co-requisites: Not applicable

   Enrollment restrictions: All enrollment restrictions are based on senior seminar regulations.

   Writing active, intensive, centered: Nearly all of the coursework will be based on writing, and at least one writing assignment will be revised after receiving feedback from the instructor.

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

   General education component: This course meets the requirements for a General Education Senior Seminar, since it is cross-disciplinary, and demands that students apply knowledge drawn from a broad range of their undergraduate classes. Writing assignments and discussions will encourage students to apply concepts and skills developed throughout their undergraduate education.

   Curriculum: The course will focus on how the dynamic relations between popular culture and politics can affect political behavior and political institutions—a key concept for understanding and developing responsible citizenship. The course will use a variety of scholarly, data, and news resources to provide students with a foundation for interpreting and analyzing popular culture sources. The students will engage in class or discussion board conversations about class material. Students will be required to write both short papers and a longer analysis, which they will present to their classmates, developing their written and oral communication skills.

   Instruction: This class will be taught in a seminar style, focusing on student-student interaction and leadership. The instructor will provide appropriate lecture materials as needed to provide content and further interpretation.

<u>Assessment</u>: Oral presentations, frequent, revised, writing assignments, class discussions (or discussion boards) will assess student writing and critical reading skills, critical thinking, speaking and listening, and responsible citizenship. Written assignments will additionally assess critical thinking skills, writing and critical reading, and responsible citizenship.

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

<u>Online or hybrid delivery justification</u>: Online delivery will allow this course to be offered in the summer term, as well as fall/spring semesters, on an as-needed basis.

<u>Instruction</u>: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. Online sections will be taught by faculty who completed training for on-line course development and pedagogy. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a seminar room. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them.

<u>Integrity</u>: Since most grading in the online version would depend on writing, the course instructor will rely on tools such as Turnitin, as well as scaffolding and revisions, to insure the integrity of student writing.

<u>Interaction</u>: Instructor-student and student-student interaction will be promoted through a variety of means, including (but not limited to) the LMS discussion board, email, feedback on individual assignments, peer review, and online chats. Instructors are also available to meet students via phone conversation or on campus for a face-to-face meeting.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: EIU 4128G/Politics and Popular Culture
2. Catalog description: This course examines the relationship between politics and popular culture and focuses on how politics and culture interact. Students will examine how various media including music, television, film, and the Internet influence and reflect political behavior and institutions. WI. (Majors in Political Science are excluded.)
3. Learning objectives.
   a. Identifying and evaluating the relationship between popular culture and politics. (CT1, WR2, WR5, SL2, SL7)
   b. Identifying and evaluating the role that popular culture plays in shaping political values and preferences, across diverse groups and cultures, including the student's own. (CT1, RC1, WR2, WR5, SL2, SL7)
   c. Identifying and evaluating the role that popular culture plays in shaping political values and preferences on contemporary public policy problems, including the student's own. (CT1, RC1, WR2, WR5, SL2, SL7)

d. Evaluating and applying content analysis methods to examine the political message in a genre or example of popular culture. (CT2, CT3, CT4, CT5, CT6, WR1, WR2, QR3, QR4)
e. Identifying and evaluating the role that popular culture plays in shaping civic life in America. (RC1, RC4, CT1, SL2, SL7)
f. Apply skills and knowledge from the whole range of a student's undergraduate experience to course discussions and assignments. (CT1, RC1, RC4, SL2, SL7)
g. Communicating analysis and evaluations through written work, group discussions, and oral presentations. (SL1, SL3, SL4, SL5, SL6, SL7, WR1, WR2, WR3, WR4, WR6, WR7)

4. Course materials.
   Course readings will be drawn from a variety of academic books and journal articles, and journalism. Examples of books (or book chapters) include Jackson's *Entertainment & Politics: The Influence of Pop Culture on Young Adult Political Socialization (2009),* Giglio's *Here's Looking at You: Hollywood, Film & Politics* (2014), and Goren's *You've Come a Long Way, Baby: Women, Politics, and Popular Culture* (2009). Journals include *PS: Political Science and Politics*, *Perspectives on Politics, Journal of Popular Culture, Journal of Youth Studies*, *Journal of Political Communication, Journal of Visual Culture, American Politics Research,* and other journals drawn from a variety of disciplines. Journalistic pieces will be drawn from publications like *The Atlantic, The New Yorker, Brookings Institute, Vox.com, 538.com,* and other sources, again, drawn from a variety of disciplines. Additional course materials will focus on the actual examples from popular culture, including films and film clips, popular art and music, a range of television genres, and a range of social media and internet sources.

5. Weekly outline of content. Some topics below-especially from Weeks 12-13, may change, depending on current issues and events:
   a. Week 1: What is popular culture? How do Political Scientists study popular culture?
   b. Week 2: What are the models used to explain the relationship between politics and popular culture?
   c. Week 3: How do people develop their political views and opinions? (focusing on political socialization, public opinion, political behavior)
   d. Week 4: What impact does popular culture have on civic life in America? Does popular culture diminish or enhance social capital?
   e. Week 5: How does popular culture influence election campaigns? We will examine a range of activities including campaign strategies, advertising, celebrity endorsements, etc.
   f. Week 6: How does popular culture influence voters (including vote choice, voter turnout, party identification, and ideology)?
   g. Week 7: How does popular culture shape racial and ethnic politics in the U.S.? Can popular culture shift public opinion related to these issues?
   h. Week 8: How do popular culture portrayals of people of color influence how voters view potential candidates or leaders?
   i. Week 9: How does popular culture shape gender and sex politics in the U.S.? Can popular culture shift public opinion related to these issues?
   j. Week 10: How do popular culture portrayals of women and LGBTQ people influence how people view potential candidates or leaders?
   k. Week 11: Students will complete required assessment activities, and we will hold conferences to discuss their final papers.
   l. Week 12: Topical issue 1 (Example: Popular Culture, the Environment and Climate Change)
   m. Week 13: Topic issue 2 (Example: Popular Culture, Foreign Policy and Terrorism)
   n. Week 14: Students will present preliminary findings from their papers.

o. Week 15: Conclusions: does popular culture promote pluralism, or elite power?
p. The Final Paper will be due during the final exam period.

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

Weekly participation, 30%: Students will be expected to substantively participate and engage in class discussion. In face-to-face classes, this will involve small group and full class discussions and related activities. In the online course, this will occur through the discussion board, including posting/moderating threads, responding to threads, and related activities. Guidelines for satisfactory quantity and quality of discussion will be provided.

Weekly writing assignments, 30%: Students will write weekly papers on the assigned course materials of readings, requiring them to apply theories and models to examples of popular culture, and to synthesize concepts across readings.

Paper, 30%: Students will write a paper focusing on the political relevance of a particular genre of popular culture, applying concepts and models learned in class. They will demonstrate knowledge of the appropriate theory, content analysis methods, and appropriate writing skills. Students will turn in at least one draft of the paper for revisions.

Presentation, 5%: Students will present their research to the class for critical feedback. For the online class, this will be done through the LMS or other technologies.

Assessment activities, 5%: Students will complete required assessment activities for university assessment.

7. Grading scale.
  A 90-100%   B 80-89%   C 70-79%   D 60-69%   F 0-59%

8. Correlation of learning objectives to assignments and evaluation.

	Weekly Participation	Weekly Assignments	Final paper	Presentation
3a/identifying & evaluating the relationship between politics and popular culture	x	x	x	x
3b/Identifying and evaluating the role that popular culture plays in shaping political values and preferences, across diverse groups and cultures, including the student's own.	x	x		
3c/Identifying and evaluating the role that popular culture plays in shaping political values and preferences on contemporary policy problems, including the student's own.	x	x		
3d/Applying content analysis methods to a genre of popular culture		x	x	x
3e/Identifying and evaluating the role that popular culture plays in shaping civic life in America.	x	x	x	x
3f/Apply skills and knowledge from the whole range of a student's undergraduate experience to course discussions and assignments.	x	x	x	x
3g/Communicating analysis and evaluations through written work, group discussions, and oral presentations.	x	x	x	x

Date approved by the department or school: January 17, 2017
Date approved by the college curriculum committee: January 20, 2017
Date approved by CAA: February 9, 2017