HON 220 Fall 2011
Disney: Gender, Race and Religion

Catalog Description:
Prerequisite: acceptance to the University Honors Program, or consent of instructor. This course examines Disney’s portrayal of gender, sexuality, race, and religion by employing interdisciplinary methods such as cultural criticism, narrative criticism, feminist theory, and deconstruction to animated film and related products. (Offered as needed.) 3 credits.

Course Objectives:
- Develop writing and critical thinking skills. Critical thinking develops the ability to construct and discern relationships, analyze arguments, and solve complex problems
- Improve oral presentation skills
- Recognize the relationship between film and society with attention to stereotypical portrays of race, gender, sexual orientation, and religion
- Explore theoretical and critical methodologies for understanding text and film

Content:
- Theories and Methodologies:
  1. Gender /Feminist Theory
  2. Cultural Criticism
  3. Narrative Criticism
  4. Post-Structuralism and Deconstruction
  5. Ideological Criticism
  6. Post-colonialism
- Gender and Racial Stereotypes
- Disney Films as Gender Constructs
  1. Wicked Women, Evil Mothers and Princesses
- Disney and Identity Politics
  1. Defining the Self
  2. Depictions of the Other
- Disney and Religion
- Witchcraft in Disney: Religious and Racist portrayals
- Disney and Family Values
Deconstruction and Textual Analysis: From Fairy Tale to Film
Consumer Consumption: From Film to Theme Park

Current Required Texts:


Instructional strategies:
1. There will be a variety of instructional strategies such as formal and informal written assignments, class discussions, in-class group work, oral presentations, field trips and film critiques. See below.

Methods of Evaluation:
1) Blog: Students will keep a weekly blog, designed to help them comprehend and synthesize the readings, as well as to help you develop critical thinking and writing skills. Blog questions will address specific questions or prompts which will prepare for class discussions, explore a topic in greater detail or reflect upon material that may not be covered in the class. Many of the blog entries/in-class assignments will require various forms of written communication (i.e., first person accounts, comparisons, resume forms, personal correspondences, outlines, expository writing, etc.)
2) Film critiques. Students will apply various methods of criticism and analysis to specific Disney Films
3) Research paper and class presentation
4) Class participation
5) Final Exam

Chapman University Academic Integrity Policy:
The course syllabus should include the following statement:
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are
responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university

**Students with Disabilities Policy:**
The course syllabus should include the following statement:
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

*Prepared by:*
*Julye Bidmead*

*Last revised:*
*March 2, 2011*