

FIRST-YEAR SEMINAR COURSE PROPOSAL

UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first-year seminar requirement.

COURSE NUMBER:	FSEM 100		
COURSE TITLE:	Comparing reel to real: The portrayal of diversity in TV and film		
SUBMITTED BY:	Drs. Leah Cox & Laura Wilson	DATE:	11/18/14
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			

COURSE DESCRIPTION. In the space below, provide a one- to two-sentence description of this class. The description will be entered in Banner and will also be used in other publications about the first-year seminar program (such as the "Eagle Essentials" booklet).

This course will examine the portrayal of diversity, specifically (1) physical disability and mental illness, (2) race, ethnicity and culture, and (3) sexual orientation and gender identity, within TV shows, movies, and documentaries spanning the 20th and 21st century. The class activities will consist of discussions, presentations, writing assignments, lectures, reading responses, review of film, and culminate in a self-reflection and analysis of a selected film which will be completed via presentation and paper.

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

The proposed course will address the FSEM basis components in the following ways:

- Students will regularly participate in discussions regarding movies, TV shows, documentaries, and assigned readings.
- Students will be asked to analyze subject matter to identify bias and prejudice in the way in which characters and topics are portrayed.
- Students will read journal articles, book chapters, film critiques, blogs, and newspaper articles to help them build a knowledge base through which they can identify bias and prejudice.
- Students will complete a culminating project, including a presentation and paper, which will require them to identify primary sources and synthesize the knowledge they have gained.
- The course will be capped at 15 students.

The proposed course will address the New Student Learning Outcomes in the following ways:

- Students will complete a culminating project that will require them to identify relevant primary sources. As part of this objective, students will submit an annotated bibliography, and will visit the library to receive instruction on using library resources and identifying sources.
- Students will receive continual feedback on their writing, ability to support an argument, and use of primary sources.
- Students will complete peer-reviews on all major writing assignments. They will then be given the opportunity to revise their work prior to submitting it for feedback from the instructors.
- Students will receive instruction on oral communication from both the instructors and the Speaking Center.
- Students will participate in class discussions, small group discussions, and formal presentations with the option of using powerpoint. They will receive both peer and instructor feedback on their oral communication skills.

This course focuses on several of the University of Mary Washington Community Values, including treating every individual with respect and dignity, and cultivating an appreciation for diversity. The objectives outlined here will provide students an opportunity to engage in the discussion of issues that are relevant to them, their role as a global citizen, and our university's values.

Comparing reel to real: The portrayal of diversity in TV and film

Course Description: This course will examine the portrayal of diversity, specifically (1) physical disability and mental illness, (2) race, ethnicity and culture, and (3) sexual orientation and gender identity, within TV shows, movies, and documentaries spanning the 20th and 21st century. Diversity themes will be identified and discussed through critical analysis of films and examination of relevant readings. Students will communicate their ideas through class discussions, written assignments, and oral presentations.

Course Goals:

- To identify and integrate multiple perspectives on diversity.
- To identify and explain how systems of domination and oppression show up in the educational system, workforce and daily life.
- To encourage introspection related to bias and prejudice.
- To critically analyze the portrayal of individual differences in films.
- To develop foundational verbal and written communication skills.

Student Learning Objectives: Upon successful completion of an FSEM, students will

- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Improve development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication; and
- Communicate effectively in a variety of settings, including public speaking and group discussion.

In the First-Year Seminars, students will

- Engage in several writing assignment and become better writers;
- Engage in numerous discussions, speaking assignments and become better public speakers;
- Make use of primary sources of information and be able to draw conclusions from the materials;
- Utilize research techniques and conduct research relevant to the subject.

Required Materials

Readings for Diversity and Social Justice [RDSJ] (2013) by Adams, Blumenfeld, Castaneda, Hackman, Peters, and Zuniga.

Course Requirements

Class Participation	15%
Reading Responses	5%
Race Narrative	15%
Race Narrative presentation	5%
Final Examination	10%
Research Project (40% total)	
Bibliography	10%
Presentation	10%
Research Paper	20%

1. **Reading Response or Film Viewing-** Responses are to ensure that you complete the assigned reading or film before class and that you come to class ready for class discussion. Each response should be approximately 250-300 words, typed and turned in on Canvas the day before class. You will read or view the film for comprehension, the essential arguments, ideas, and information related to the class topic. You must be prepared to discuss your understanding of the assigned reading or film in class.

2. **Race Narrative-** The goal of the first paper is for you to reflect upon the meaning of race. Before you write, spend some time trying to remember some significant experience(s) of your life in which you realized the race mattered. It can be your own race or someone else's race, as long as it contends with the fact that people see one another in terms of the concept of "race" or that race makes a difference in specific situations in our daily lives.

Your paper should be three (3) pages long and you should proofread and edit the paper before submitting. We will review the papers in class during a writing workshop and peer review. Your peers deserve your best efforts. *Also please only write about experiences that you are comfortable sharing.*

3. **Research Project-** You will complete a research project in several parts, including a final presentation to the class. The research paper will examine a selected film and theme related to the diversity, race, gender identity, or disabilities.

a. *Annotated Bibliography-* Students will turn in a bibliography of scholarly and popular sources that they find about the selected film and theme. For this assignment research sources include , but are not limited to, journal and /or newspaper articles, books, personal papers, interviews.

For each source in the annotated bibliography, provide the following:
the complete citation (author, year, title, periodical or journal, publisher)

In a paragraph of at least 200 words:

- ii. describe the argument or thesis of the article
- iii. summarize the main points of the article
- iv. describe the kind of data or source used in the article
- v. assess the article (quality of its argument, reliability of its sources and supporting data, etc.)

Keep in mind that you may add or discard some of your sources as you develop your paper, but your final paper should have no fewer than 5 scholarly sources.

b. *Final Research Paper-* Your final paper (7-9 pages). The final paper will be an analysis of a selected film and a selected theme related to the class. This should be more than just a film review but an analysis of the movie and the selected theme and its relevance to current issues.

c. *Presentations-* Your presentation should have an introduction, where you introduce yourself and the topic of your project. You must make connections between your theme and the selected film, finish with a conclusion, indicating your references and resources. You can use PowerPoint, Prezi or some other visual aid. Visiting the Speaking Center to rehearse your presentation is encouraged.

4. **Class Participation-** Class participation is an essential element of a seminar. It is important that you complete the assigned readings or films before each class. This class is a way for you to explore and exchange different ideas. It is important to respect each other as you share your thoughts and ideas about a range of sometimes sensitive topics.

5. **Final Exam-** The final exam will ask you to identify certain terms, issues, and themes discussed during the semester. You should be prepared to give definitions, explain theme's or terms and the significance as seen if selected films.

Course Schedule

Introduction, Review of Syllabus, Discussion of First Year Seminar Program and Goals.

Week 1

Identity, Race, Culture and Socialization

Videos:

American Desi (2001)
Bend It like Beckham (2006)
Something New (2006)
The Debut (2000)

Readings:

The Complexity of Identity (p.5-8) RDSJ

Week 2

Videos:

Pleasantville (1998)
Krippendorf's Tribe (1998)
The Breakfast Club (1985)

Readings:

Who Am I, Who Are My People? RDSJ
The Cycle of Socialization RDSJ

Week 3

Videos:

Falling Down(1993)
To Kill a Mockingbird (1960)
Dangerous Minds(1995)
Freedom Writers (2007)

Readings:

Savior Complex, Ronald Takaki (1994)
See More than Black and White, RDSJ

Draft 1 Race Narrative Assignment Due

Week 4

Videos:

Akeelah and the Bee (2006)
42 (2013)

A Bronx Tale (1993)
Guess Who (2005)
Higher Learning (1995)

Readings:

White Privilege: Unpacking the Invisible Knapsack, Peggy McIntosh (1988)
Defining Racism, Can we Talk, RDSJ

Week 5

Visit to the Library

Visit to Writing and Speaking Center

Revised Narrative Due

Week 6

Videos:

Schools Ties (1992)
Liberty Heights (2008)

Readings:

Jews in the U.S.: The Rising Costs of Whiteness, RDSJ
Including Jews in Multiculturalism, RDSJ

Week 7

Presentation on Race Narrative

Lesbian/Gay/Transgender

Week 8

Videos:

The Dickinson Experimental Sound Film (1985)
Inside Daisy Clover (1965)
Philadelphia (1993)
L.A. Law (1986-1994)
Dawson's Creek (1998-2003)
Will & Grace (1998-2006)

Readings:

How Homophobia Hurts Everyone in RDSJ
Internalized Homophobia among Gay Men, Lesbians, and Bisexuals in RDSJ

1st Annotated Bibliography Due

Week 9

Videos:

L Word (2004-2009)
Grey's Anatomy (2005-current)

Brokeback Mountain (2005)
Modern Family (2009-current)
Blue is the Warmest Color (2013)
Orange is the New Black (2013-current)

Readings:

Homophobia in Black Communities in RDSJ
Was It Good For the Gays: Brokeback Mountain

Week 10

Videos:

A Woman (1915)
Myra Breckinridge (1970)
The World According to Garp (1982)
Silence of the Lambs (1991)
Boys Don't Cry (1999)
Better than Chocolate (1999)

Readings:

The Transgender Spectrum in RDSJ

Week 11

Videos:

Normal (2003)
L Word (2004 -2009)
Transparent (2014-current)
Dallas Buyer's Club (2013)
Orange is the New Black (2013-current)
The T Word (2014-current)

2nd Annotated Bibliography due

Readings:

How Actress Laverne Cox Broke the Trans Glass Ceiling
Pop Culture's Transgender Moment: Why Online TV is Leading the Way.

Mental Health/Physical Disability

Week 12

Videos:

The Snake Pit (1948)
The Three Faces of Eve (1957)
One Flew Over the Cuckoo's Nest (1975)
Ordinary People (1981)
What about Bob? (1991)
Girl, Interrupted (1999)

Readings:

Recovering Our Sense of Value After Being Labeled Mentally Ill in RDSJ
Mass Media Images of Mental Illness; Impact of the Film

Week 13

Videos:

A Beautiful Mind (2001)
Monk (2002-2009)
The Hours (2002)
The Soloist (2009)
Homeland (2011-current)
Perception (2012-current)

Readings:

Fiction Does a Diservice to Psychiatry; When It Comes to Mental Illness on TV, We Like Our Stereotypes

Week 14

Videos:

Children of a Lesser God (1986)
The Elephant Man (1982)
The Piano (1993)
At First Sight (1997)
Mask (1985)

Readings:

The Disability Rights Movement in RDSJ
The Deaf Community and the Culture of Deaf People, Carol Madden

Week 15

Final Presentations

Final Paper Due