



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit CLAS/School of Social Transformation Department Justice and Social Inquiry
Subject JUS Number 435 Title Cinema and Justice Units: 3
Is this a cross-listed course? No
If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course
Course description:

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:

For Fall 2014 Effective Date: October 10, 2013

For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Fine Arts and Design core courses (HU)
Social and Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Global Awareness courses (G)
Historical Awareness courses (H)
Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Frank A. Pina Phone 480-965-9800
Mail code 6403 E-mail: Frank.pina@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Mary Fonow Date: 3/13/14

Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups of American Indians, Hispanic Americans, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
JUS	435	Cinema & Justice	CULTURAL

Explain in detail which student activities correspond to the specific designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	On page 1 of the course syllabus it states, "Like all media, cinema both reflects and comments upon the people, ideas, culture, society and other events of the time and place in which it was created. As such, it can be seen as one venue where images of social life are	The course readings and assignments on pp. 2-5 directly address these issues.
Course must ALSO meet at least ONE of the criteria under #2	We focus on various conceptualizations of justice (or injustice) as portrayed in film, especially in films that were voted "Best Picture" by the Academy of Motion Picture Arts and Sciences. Drawing from this arena, we will investigate how these	The course readings and assignments on pp. 2-5 directly

Course Description

JUS 435 Cinema and Justice

Tracks the conceptualizations of justice that have been and are currently conveyed in film, including but not limited to the relationship between crime and various notions of justice. Other depictions include social issues such as gender, race, or economics.

Allow multiple enrollments: No **Primary course component:** Lecture

Repeatable for credit: No **Grading method:** Student Option

Offered by: College of Liberal Arts and Sciences -- School of Social Transformation

Pre-requisites: ENG 102, 105 or 108 with C or better; Minimum 36 hours; Minimum 2.00 GPA

Syllabus

Course Syllabus

Course
Information[Print the complete syllabus](#)**Course Number**

JUS 435

Course Title

Cinema and Justice

Course Textbook:

There is one required text for this course:

Benshoff, H.M. & Griffin, S. (2009). *America on Film: Representing Race, Class, Gender and Sexuality at the Movies* (2nd ed). New York, NY: Blackwell.

Credits

3 Credit Hours

Prerequisites

- ENG 102,105 or 108 with a C or better
- minimum 36 semester hours
- minimum 2.5 GPA

Corequisites

- None

Faculty**Name:** Christine Holman, PhD**Office:** Wilson 223**Email address:** cholman1@asu.edu**Office hours:** Meetings can be arranged via email at student request.**Catalog Description**

Tracks the conceptualizations of justice that have been and are currently conveyed in film, including but not limited to the relationship between crime and various notions of justice. Other depictions include social issues such as gender, race, or economics.

Course Overview

Like all media, cinema both reflects and comments upon the people, ideas, culture, society and other events of the time and place in which it was created. As such, it can be seen as one venue where images of social life are communicated. These images may address, for example, appropriate gender behavior, what is heroic or deviant or, most importantly, what constitutes justice in the mediated world.

In this course, we will focus on various conceptualizations of justice (or injustice) as portrayed in film, especially in films that were voted "Best Picture" by the Academy of Motion Picture Arts and Sciences. Drawing from this arena, we will investigate how these conceptualizations reinforce or challenge the dominant views of justice in society. Thus, we will analyze films from various genres which touch upon issues of social justice through the images of war, heartache, triumph, redemption and relationships. Throughout the semester, we consider how these lenses frame such social issues as race, gender, class, sexuality and (dis)ability. The course will address issues of film theory and history of cinema, drawing heavily from social science theory and research.

Learning Outcomes

At the completion of this course, students will be able to:

- illustrate the historical significance of early cinema and the rise of Hollywood as both a business and an important culture machine.
- identify the elements of the "nostalgic Hollywood blockbuster" and explain how they reflect the dominant ideology in American Films.
- explain why independent film making has been more or less popular at certain historical movements.
- illustrate your understanding of race/ethnicity, class, sexuality, gender and ability as discussed in the text and represented throughout American filmmaking.
- demonstrate increased media literacy and identification of social justice issues in Hollywood films.

Course Topics, Schedule, & Grading

Course Topics, Schedule, & Grading

Activities used for instruction and assessment of learning include: discussion board activities; textbook and supplemental readings viewing of feature films; individual activities/assignments; and weekly tests.

**Please note that many of the required films for this course are rated "R". If this creates any type of personal conflict for you, please consider withdrawing from the course immediately, as it is not possible to

design alternate assignments. Thus, if you remain in the course you are thereby consenting to watch/review and examine the films listed below.

Weekly Course Schedule

Week	Topics/Lessons	Activities	Assignments
Week 1 **shorter week**	*Introduction to the Course and the primary text <i>America on Film</i> Part I: Culture & American Film (AF) * Part II: "Whiteness & AF"	* Read: Benshoff & Griffin (2009) Chapter 1 - 3 * Watch <i>Gladiator</i> (2000) * Complete Review Activity #1	Introductory Discussion Board (in Groups) (10/20) Test #1 (due 10/20) EC Syllabus Quiz (10/20)
Week 2 *heavy week	Part II cont: Race and Ethnicity & AF *African Americans/*Native	* Read: Benshoff & Griffin (2009) Chapter 4-7 * Watch <i>Dances with Wolves</i>	Group Discussion Board (due 10/27) Test #2 (10/27)

	Americans *Asian Americans/*Latinos	(1990) * Complete Review Activity #2	
Week 3	Part III: Class & AF *Classical Hollywood *After the Depression	* Read: Benshoff & Griffin (2009) Chapter 8 & 9 * Watch <i>Rocky</i> (1976) * Complete Review Activity #3	Group Discussion Board (due 11/3) Test #3 (11/3)
Week 4	Part IV: Gender & AF *Women in Classical Hollywood filmmaking *Exploring Visual Parameters of Women/film	* Read: Benshoff & Griffin (2009) Chapter 10 & 11 * Watch <i>Chicago</i> (2002) * Complete Review Activity #4	Group Discussion Board (due 11/10) Test # 4 (11/10)
Week 5	Part IV cont: Gender & AF *Masculinity in Classical Hollywood filmmaking *Gender since 1960s	Read: Benshoff & Griffin (2009) Chapter 12 & 13 * Watch <i>Rebecca</i> (1940) * Complete Review Activity #5	Group Discussion Board (due 11/17) Test #5 (11/17)
Week 6	Part V: Sexuality & AF *Hetero & Homosexuality – Classical *Sexualities since the Sexual Revolution	Read: Benshoff & Griffin (2009) Chapter 14 & 15 * Watch Film of your choice from the list below: <ul style="list-style-type: none">• <i>Aimee & Jaguar</i> (1999)• <i>Billy Elliot</i> (2000)• <i>Boys Don't Cry</i> (1999)• <i>Brokeback Mountain</i> (2005)• <i>Ma Vie en Rose</i> (1997)• <i>Priscilla – Queen of the Desert</i> (1992)• <i>The Hours</i> (2003)• <i>The Kids Are Alright</i> (2010)• <i>Transamerica</i> (2005)• <i>Torch Song Trilogy</i> (1988) * Work on Final Review Activity Paper	Group Discussion Board (due 11/24) Test #6 (11/24)
Week 7	Part VI: Ability and AF *Cinematic Images of (Dis) Ability	* Read: Benshoff & Griffin (2009) Chapter 16 * Watch <i>The King's Speech</i> (2010) * Complete Review Activity #7	Group Discussion Board (due 12/1) Test #7 (12/1) Final Review Activity Paper (due 4/30)

		*Turn in Final Review Activity Paper	
Week 8 *Shortened week*	*Making Connections & Course Wrap Up	*Read: Benshoff & Griffin (2009) Chapter 17 *Complete Final Review Activity Paper *Turn in Final Review Activity Paper	Test #8 (due 12/6) Final Review Activity Paper (due 12/6)

**All Written Assignments (including DBs and Final Paper) must be formatted in the following manner and contain the following elements:

- Must be double spaced (as long as DBs can be read clearly, double-spacing may not be necessary)
- Times New Roman or Arial font (only),
- Pages numbered (not including cover page - thus page #1 is the first page of text) - not necessary for DBs.
- Must be in APA format - see <http://owl.english.purdue.edu/owl/resource/560/01/>.

Work in a different font, size or not double-spaced will be subject to lost points. ***Remember** - spelling, grammar, punctuation and appropriate academic writing are all required in each assignment. Please refrain from using contractions "can't, won't, don't" in academic writing. This is an advanced, senior level course and thus all written assignments (including DBs) will be graded with this in mind.

Points in the course:

- Weekly Discussion Boards (20pts each x 7) = 140pts
- Weekly Tests (50pts each x 7) = 350pts
- Final Review Activity Paper (50 pts) = 50pts

Total points = **540 pts**

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

Grading

Grade	Percentage
A+	97 – 100%
A	93 – 96%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%

B-	80 – 82%
C+	77 – 79%
C	70 – 76%
D	60 – 69%
E	Below 59%

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within one week of the due date via the Gradebook. I will be available to review tests with you once the test has closed and all students have completed it. This review will occur via an IM chat arranged at a mutually agreed upon day/time.

Course Policies & Procedures

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. The Hallway Conversations board should be your first line of inquiry, as your peers can most quickly answer questions of a logistical/scheduling nature.

Email questions of a personal nature to your instructor, Dr. Holman (cholman1@asu.edu). You can expect a response within 24-48 hours. If you do not receive a response from me within 48 hours, please double check the email address you have on your email and resend - I likely did not receive it if it has taken longer than 48 hours for a reply.

Online Course

This is an online course. There are no face-to-face meetings.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of LearningStudio. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that

unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations.

Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A couple of web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone (optional) and speaker

Technical Support

This course uses LearningStudio to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the LearningStudio home page at <http://ecollege.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: <http://247support.custhelp.com/>
- call toll-free at 1-855-278-5080, option 5, then option 3

**Student
Success****Student Success**

This is an online course. To be successful:

- check the course daily
 - read announcements
 - read and respond to course email messages as needed
 - complete assignments by the due dates specified
 - communicate regularly with your instructor and peers
 - create a study and/or assignment schedule to stay on track
-


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