

HON 220: DISNEY: GENDER, RACE AND RELIGION

Chapman University Honors Program FALL 2016
MWF 9:00am -9:50am DeMille Hall 146

Dr. Julye Bidmead

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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.

Instructional Strategies/ Methods of Evaluation:

The format will be a combination of lectures, class discussions, group projects, films, and in-class critical thinking and writing assignments.

GE Outcomes:

- 7SI: Employs theories of how people frame and analyze social and/or historical phenomena.

University Honors Program Learning Outcomes: Upon completing a course in the University Honors Program students will have:

1. Obtained a starting point for integrative exploration of the development of cultures and intellectual achievements through a variety of disciplinary and interdisciplinary perspectives.
2. Sharpened their ability to critically analyze and synthesize a broad range of knowledge through the study of primary texts and through engagement in active learning with fellow students, faculty, and texts (broadly understood)
3. Understood how to apply more integrative and interdisciplinary forms of understanding in the advancement of knowledge and in addressing complex challenges shaping the world
4. Developed effective communication skills, specifically in the areas of written and oral exposition and analysis.

Instructional Strategies and Learning Outcomes: This course addresses the Honors Program Learning Outcomes through the following objectives:

- Recognize the relationship between culture and society with attention to stereotypical portrays of race, gender, sexual orientation, and religion in the Disney products. Students will critically analyze films (as primary texts) while integrating scholarly articles and critiques to understand the development of culture and modern society.
 - (Addresses Learning Outcome #1 &2)
- Employ interdisciplinary methodologies such as cultural criticism, narrative criticism, feminist theory, and deconstruction to animated film and related products to understand their impact on society.
 - (Addresses Learning Outcome # 3)
- Develop writing and critical thinking skills. Critical thinking develops the ability to construct and discern relationships, analyze arguments, and solve complex problems Students will develop effective

communication skills through a variety of methods, including formal and informal writing assignments.. Many of the in-class informal writing assignments will require various forms of written communication (i.e., first person accounts, comparisons, personal correspondences, outlines, expository writing, case studies, opinion papers etc.). Essays and movie critiques develop more formal writing skills. Oral exposition will be gained through class discussions and a group presentation

- (Addresses Learning Outcome # 2 & 4)

How to reach me: My office hours are MWF 10-11 am but I can be available to meet with you at almost any time. The best way to reach me is to send me an email Julye.bidmead@gmail.com OR Bidmead@chapman.edu. I will try to respond within 24 hours. You can also call or text me at (559) 355-6961 until 9 pm.

Plagiarism policy: Don't do it!! You will fail the class if you do. I encourage you to study in groups with other students, as well as to do additional research on your own. You may use any books, websites, and other resources to assist your learning the material and concepts presented in class. However, all work you turn in must be your own. When citing someone else's idea, please use proper documentation. If you are unsure about what constitutes plagiarism, contact me immediately. Also please note **Chapman University Academic Integrity Policy:**

“Chapman University is a community of scholars that 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 be subject to sanction by the instructor/administrator and referral to the university Academic Integrity Committee, which may impose additional sanctions including expulsion. Please see the full description of Chapman University's policy on Academic Integrity at www.chapman.edu/academics/academicintegrity/index.aspx.”

Class Participation: Your participation grade will include a combination of factors: class attendance, arriving for class on time, preparation for the class session and discussions, participation in small group discussions, asking and answering appropriate questions during the lectures, attentiveness during class, etc.

Simply attending class and not getting involved or spending the entire class period on your computer will not earn you an A in class participation!

Additionally many classes will have in-class assignments and/or take-home assignments that count towards your grade. If you miss that particular class, you will not be able to make up the assignment. As I realize we are all adults and sometimes there are legitimate reasons for being absent, please remember it is your responsibility to check with another student regarding announcements, assignments given, or lecture notes for the class (es) you missed. Please try to let me know in advance if you will be absent.

NOTE: if you miss more than 3 classes with unexcused absences your grade may be dropped by entire grade.

In order to prepare for effective and informative class discussions, you are expected to have critically and actively read the assigned material before coming to class that day. Take notes on your reading as you will be expected to utilize them in the class discussions and exercises. The lectures and discussions will presume that everyone has read the primary and secondary texts. Classroom instruction is not a one-way process; rather it should be a forum for discussion, interaction, and collaborative learning. We can all learn from each other's interpretation of the readings. As everyone's opinion and insight is valued class attendance and active participation is very important.

Classroom Etiquette: Respect one another! Some of the topics dealt with in class may be sensitive issues to you or your classmates and may evoke strong opinions. We will most likely encounter a wide range of differences of viewpoints. Questioning and disagreeing is fine, but hostile behavior and intolerance is not. It is essential, therefore, for us to respect the opinions and viewpoints of one another. Anyone who is disrespectful and disrupts the learning process will not be tolerated and may incur disciplinary action and/or removal from class.

Chapman University's Students with Disabilities Policy

“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 contact the Disability Services Office. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516–4520 or visit www.chapman.edu/students/student-health-services/disability-services if you have questions regarding this procedure or for information or to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.”

Equity and Diversity:

“Chapman University is committed to ensuring equality and valuing diversity. Students and professors are reminded to show respect at all times as outlined in Chapman's Harassment and Discrimination Policy. Please see the full description of this policy at <http://www.chapman.edu/faculty-staff/human-resources/eoo.aspx>. Any violations of this policy should be discussed with the professor, the dean of students and/or otherwise reported in accordance with this policy.”

Class Facebook Group: You are strongly encouraged to join the class Facebook Group (Disney Honors Class: Past and Present). <http://www.facebook.com/groups/484213311597778/>

Disney is alive and well on social media! In this group you will find lots of informal information about Disney, the class, and other related subjects. Please feel free to post relevant Disney topics in the group. Often articles, videos, and news stories posted here will be used for discussion.

Required Textbooks:

- Bell, Elizabeth and Haas, Lynda, eds. *From Mouse to Mermaid: The Politics of Film, Gender, and Culture*. Indiana University Press, 2008. ISBN: 978-0253209788 (available in an e-book edition on Amazon).
- Pinsky, Mark. *The Gospel According to Disney: Faith, Trust, and Pixie Dust*. Westminster John Knox Press, 2004. ISBN: 978-0664225919 (available in an e-book edition on Amazon).

Articles/Handouts:

Other articles are posted on Blackboard under Readings. At the end of the syllabus you will find a complete bibliography with full reference of all readings as well as a list of recommended reference material.

Grading Scale: I expect all papers to be well-written with careful attention to grammar, sentence structure, flow of argument, and appropriate use of footnotes and bibliographical notation. Papers will be marked down for poor grammar, spelling errors and other problems. Refer to the grading rubrics for each assignment.

Grade %	Definition
100-94 A 90-93 A-	Signifies an exceptional and sophisticated level of achievement; displays a superb command of the material and can creatively and elegantly apply it at all levels; presents an insightful and novel view of subject matter: arguments are both inventive and fully supported.
89-87 B+ 86-84 B 80-83 B-	Indicates above average achievement; examines issues thoroughly and critically; demonstrates good grasp of the material and can creatively apply it at most levels; arguments are well supported and display some novel thinking.
77-79 C+ 74-76 C 70-73 C-	Represents an average level of achievement and only a narrow grasp of the material; uncritical about tacit assumptions; arguments reflect the subject matter but evidence is sometimes insufficient or inadequate.
67-69 D+ 64-66 D 60-63 D-	Indicates little understanding of the subject matter and lack of awareness of critical and differing views; arguments are superficial and merely descriptive.
0-59 F	Represents no comprehension of the material and a lack of ability

Assignments

You will have a variety of means to demonstrate to me that you have analyzed and processed the material in the readings and in the class lectures.

Late Assignments and Make-ups: Please turn in your work at the due date. Late papers will result in a much lower grade. Because you put so much work and effort into your assignments to have them marked down simply because they are late is not helpful for you or for me. **This policy can be modified at the discretion of the instructor.**

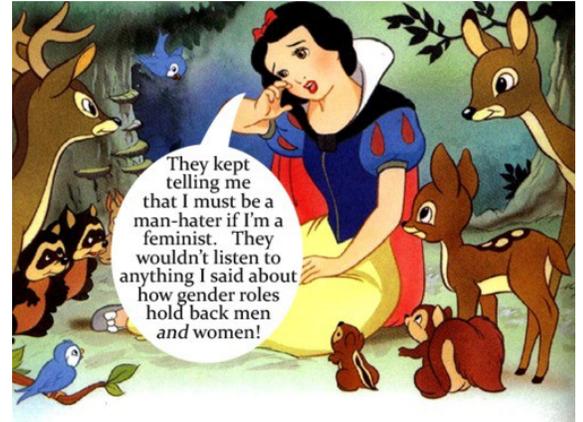
Assignment	Due Date	% of grade
3 movie critiques		
Gender - <i>Snow White</i>	10/14	15
Race and/or Religion - <i>Pocahontas, Mulan or Aladdin</i>	11/4	15
Intersectionality - <i>Princess and the Frog</i>	11/18	15
Poster Presentation at the Undergraduate Research Day	Weds Dec. 7	15
Final Essay	Finals Week	20
Consumerism Group Presentation	Oct 3	10
Class participation /in class assignments Disneyland Field trip	Sunday Sept 25	10

Consumerism Group Project

Please work on this in groups of 4-5 students. Select at least two different stores (grocery, toy, drug, mall kiosks, craft, discount, etc.). **Store selections must be approved in advance.** When you get to the store, walk around the store looking for Disney themed products. Document all the products you can find (description, price, aisle location, variety and take pictures of some. You should find LOTS! Select a few of the most interesting and unique products and research them on the internet. See if you can find price, various stores/websites that sell the product, history of the product, and consumer reviews. If the product is inexpensive you could purchase it and bring it class. Analyze the product for themes and isms that we are discussing in this class. Your group will write up your findings and present the product to class. *Details will be posted on Blackboard and discussed in class.*

Disneyland Field Trip: A class trip to Disneyland will be planned on Sunday September 25. Transportation and carpooling will be available **but students must pay their own admission fee to the theme park.**

Movie Critiques/Analysis: You will write three papers on selected Disney films. Each paper will be 5 pages (approx. 1250 words). Double spaced, reasonable margins and font. You may use APA, MLA, Turabian or Chicago citation style. See <http://www1.chapman.edu/library/reference/styles.html> for more information. You should develop a thesis statement, construct a sustained argument, and express it clearly throughout your paper. You must provide reasons and evidence for your argument. Do not make blanket statements without giving some concrete examples from the film to back up what you say. Selected bibliography and readings will be assigned for each movie critique.



Movie Critique 1: Snow White and Gender. You may use any articles or readings we have looked at in class, but don't do any extra research. This is more of a reflection/analytic paper and not a research paper.

Suggested topics to explore for Snow White

- Gender Stereotypes in SW
- Gender and Power in SW
- Exploring the Female Point of view in SW
- Contrasting Female Villains and Heroines in SW Social Construction of Gender in SW
- Hegemonic Masculinity in SW /Male Privilege in SW Male Roles in SW
- Exploring Female Gender roles (cooking, cleaning...)
- Exploring Gendered objects in SW (mirror, clothing) Beauty/Lookism/Ideal Body
- Sexism in SW Patriarchy in SW
- Dwarfs as male role models

I will allow 1 re-write if you do not receive the grade you think you deserve. Rewrite will involve a meeting with me to discuss your paper.

Movie Critique #2: Aladdin, Mulan or Pocahontas. (Race or Religion Analysis). Research and Analysis. For this paper you will select one of the three films, read additional articles, and analyze the film paying attention race, ethnicity, and/or religion. See bibliography at the end of syllabus and on Blackboard.

Movie Critique #3 Princess and the Frog (Intersectionality: Gender, Race, and Religion Analysis) First person Essay For this paper you will write a letter to the Disney Corporation discussing whether or not *Princess and the Frog* succeeded as a corrective.

Final Research Paper and Poster Presentation Final paper on a topic of your choice analyzing any Disney film or product exploring concepts discussed in the class the concepts discussed in the class such as sexism, racism, orientalism, consumerism, queer theory, religion, classism, white privilege, sexual orientation, etc.).

You could select one film and discuss several themes or you could explore a specific theme across several films. Though we focused on the animated princess films in class, you are free to explore other Disney movies including live action, Pixar, or TV shows. Each project will involve several steps including a research proposal, bibliography, and an individual meeting with instructor. You will present your project as poster at the Fall Undergraduate Research Fair on Weds. Dec. 7th. This can be a group poster presentation but each student must turn in their own original research paper. *Details will be posted on Blackboard and discussed in class.*

Reading and Assignment Schedule

In addition to the textbooks, classroom lectures and discussions, each module on Blackboard will contain several components: scanned articles and/or links to website articles, handouts, videos and Powerpoints or Prezis. You are responsible for reviewing ALL the Blackboard components for each section PRIOR to coming to class that day.

All readings not in the textbooks are on Blackboard under the Readings Tab in the section folder

Date	Topic	Reading/Assignment
M 8/29	Intro to Class/ Disney Overview	
W 8/31- F 9/2	Theories and Methodologies	You will be assigned one of these readings on Blackboard to present to the class: <ol style="list-style-type: none"> 1. Ableism 2. Ageism 3. Colonialism 4. Colorism 5. Ethnicity 6. Feminism 7. Gender Stereotypes 8. Hegemonic Masculinity 9. Heterosexual Privilege 10. Homophobia 11. Ideal Body 12. Intersectionality 13. Lookism 14. Orientalism 15. Racism 16. Sexism 17. White Privilege
M 9/5	Labor Day	No Class
W 9/7	Defending and Dissing Disney: Friends and Foes	Mollett, "With a Smile and A Song" Brode, "I had a Dream is a Wish Your Heart Makes: In Defense of Disney, Part I" Zipes, "Breaking the Spell" in Bell <i>From Mouse to Mermaid</i>
F 9/9	Defending and Dissing Disney: Friends and Foes	Brode, "Popular Culture and Political Correctness: In Defense of Disney, Part II" Pinsky, Chp. 37 "The Baptist Boycott: Culture Clash" in Pinsky, <i>The Gospel According to Disney</i> Pinsky, Chp. 36 "The Theme Parks" in Pinsky, <i>The Gospel According to Disney</i> Sun, "Staying True To Disney: College Students Resistance"
M 9/12	Defending and Dissing Disney: Friends and Foes	Ostman, "Disney and its Conservative Critics" Giroux, "Are Disney Movies Good for Our Kids" Baber, "Crafting Culture: 'Tradition,' Art, and Music in Disney's 'It's A Small World'" Class Debate
W 9/14	Consumer Consumption: From Film to Theme Park to BandAids	Giroux, "Turning America into a Toy Store" Wasko, "Challenging Disney Myths"
F 9/16	Consumer Consumption: From Film to Theme Park to BandAids	Brockus, "Where Magic Lives" Auster, "Gender Marketing of Toys" Orr, "Difference That Is Actually Sameness Mass-Reproduced': Barbie Joins the Princess Convergence"
M 9/19	Deconstruction and Textual Analysis: From Fairy Tale to Film to Fantasy	"Little Snow White" Handout Kawam, "A Brief Literary History of Snow White" Zipes, "De-Disneyfying Disney: Notes on the Development of the Fairy-Tale Film"

W 9/21	Gender Constructs: Introduction and Animation	Darling-Wolf, "Gender and Media" Lorber, "Social Construction of Gender" Thompson, "Cartoons, Gender Representation in" Towbin, "Summary"
F 9/23	Gender Constructs Classic Disney: Wicked Women, Evil Mothers and Beautiful Princesses: Snow White	Pinsky, Chp. 3 "Snow White and the Seven Dwarfs: Sin and Salvation" in Pinsky Ayres, "The Poisonous Apple in Snow White: Disney's Kingdom of Gender" Select ONE of the following: Stringham, "The Butchering of Snow White" Frome, "Snow White: Critics and Criteria for the Animated Feature Aloff, "Snow White at 75"
Sun 9/25	Field Trip to Disneyland!	
M 9/26	Gender Constructs Classic Disney: Wicked Women, Evil Mothers and Beautiful Princesses	Hoerrner, "Gender Roles in Disney Films: Analyzing Behaviors from Snow White to Simba" Coca, "A Reflection of the Construction of Gender in Classic Disney Films"
W 9/28	Gender Constructs Classic Disney: Wicked Women, Evil Mothers and Beautiful Princesses	England, "Gender Role Portrayal and the Disney Princesses" Stephens, "Disney's Darlings: An Analysis of <i>The Princess and the Frog</i> , <i>Tangled</i> , <i>Brave</i> and The Changing Characterization of the Princess Archetype"
F 9/30	No class	
M 10/3	Consumer Presentations Due	
W 10/5	Gender Constructs Classic Disney: Wicked Women, Evil Mothers and Beautiful Princesses	Bell, "Somatexts at the Disney Shop: Construction the Penimentos of Women's Animated Bodies" in Bell <i>From Mouse to Mermaid</i> 1 Haas, "Eighty-Six the Mother: Murder, Matricide" in Bell <i>From Mouse to Mermaid</i>
F 10/7	Gender Constructs Classic Disney: Wicked Women, Evil Mothers and Beautiful Princesses	Murphy, "The Whole Wide World Was Scrubbed Clean: The Androcentric Animation of Denatured Disney" in Bell <i>From Mouse to Mermaid</i> Kapurch, "Something Else Besides a Daughter?: Maternal Melodrama Meets Postfeminist Girlhood in <i>Tangled</i> and <i>Brave</i> "
M 10/10	Gender Constructs Classic Disney: Wicked Women, Evil Mothers and Beautiful Princesses	
W 10/12- F 10/14	NO CLASS	National Honor's Conference Snow White Paper Due 10/14 by 11:59pm
M 10/17	Gender Constructs	Gillam, "Post-Princess Models of Gender: The New Man in Disney/Pixar" Jeffords, "The Curse of Masculinity: Beauty and the Beast," in Bell <i>From Mouse to Mermaid</i>
W 10/19	Gender Constructs	Cokely, "Someday My Prince Will Come" Disney, the Heterosexual Imaginary and Animated Film Martin, "Hetero-Romantic Love and Heterosexiness in Children's G-Rated Films"
F 10/21	Gender Constructs	Putnam, "Mean Ladies: Transgendered Villains in Disney Films" Lumbach, "You the man, well sorta. Gender Binaries in <i>Mulan</i> "
M 10/24	Ethnicity, Race, and the "Other"	Dirks, "Popular Culture and Racism." Hurley "Seeing White: Children of Color and the Disney Princesses" Select One: Akita, "Vexing Implication": Siamese Cats /Orientalist Mischief- Making"

W 10/26	Ethnicity, Race and the “Other	LaCroix, “Images of Animated Others: The Orientalization of Disney’s Cartoon Heroines from the Little Mermaid to The Hunchback of Notre Dame” Belkhyrl, “Defining the Self and The Other in Disney Song Lyrics”
F 10/28	Ethnicity, Race and the “Other”: Pocahontas, Aladdin and Mulan.	Willets, “Cannibals and Coons: Blackness in the Early days of Walt Disney” Pinsky, “Pocahontas, Aladdin, Mulan” in Pinsky, <i>The Gospel According to Disney</i>
M 10/31	Disney and Religion	Pinsky, Chp. 1 “The Disney Gospel” in Pinsky, <i>The Gospel According to Disney</i> Adams, “Religious Oppression” Schlosser, “Christian Privilege”
W 11/2	Disney and Religion	Pinsky, Chp 19 “Shorts: Pagans, Jews, and Christians” in Pinsky, <i>The Gospel According to Disney</i> Select 3 readings from chapters 4-18 in Pinsky, <i>The Gospel According to Disney</i>
F 11/4	Disney and Religion	Select 4 readings from chapters 21-35 in Pinsky, <i>The Gospel According to Disney</i> Paper Due by 11:59pm
M 11/7	Responses to Religious, Racist, and Sexist Portrayals: Princess and the Frog	Beaux, “After 75 Years of Magic: Disney Answers its Critics, Rewrites African American History, and Cashes in on its Racist Past” Wells, “Disney Does Voodoo” Bibbs, “Voodoo” Maldonado, “Bad Magic: Voodoo According to Disney”
W 11/9	Responses to Religious, Racist, and Sexist Portrayals: Princess and the Frog	Pinsky, “What Walt Wrought” Lester, “Disney’s The Princess and the Frog: The Pride, the Pressure, and the Politics of Being a First”
F 11/11	Responses to Religious, Racist, and Sexist Portrayals: Princess and the Frog	Turner, “Blackness, Bayous and Gumbo: Encoding and Decoding Race in a Colorblind World”
M 11/14	Responses to Religious, Racist, and Sexist Portrayals: Princess and the Frog	Ness, “End of the Era: The Princess and the Frog” The Princess and the Frog” and the Critical Gaze POSTER WORKSHOP 2pm
W 11/16	Responses to Religious, Racist, and Sexist Portrayals: Princess and the Frog	Gehlawat, “The Strange Case of ‘The Princess and the Frog’: Passing and the Elision of Race”
F 11/18	NO CLASS	NO CLASS Princess and the Frog Letter Due by 11:59pm
	Thanksgiving Break	Thanksgiving Break
M 11/28- F 12/2	Preparing for Poster Presentations/Final Essay	
M 12/5	Poster Presentations in Class	
W 12/7	Poster Presentations at Undergraduate Research Day	Poster Presentations at Undergraduate Research Day
F 12/9	Review and Summary	
Thurs 12/15		Final Essay Due Final Exam Thursday 12/15 1:30 - 4:00 PM

Subject to Change!

Research Bibliography

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The Official Website for all things Disney: <http://disney.go.com/index>

Films:

Hyperlinked list of animated Disney films:

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Disney Characters: http://alldisneycharacters.com/Disney_Characters_A_-_G.html

Bibliographies:

Extensive annotated bibliography from UC Berkeley: <http://www.lib.berkeley.edu/MRC/disney.html>

Annotated bibliography (student project) http://www.uvm.edu/~tstreete/biblio_of_disney-lit.html

Race, Religion, Sexism and Other Studies:

Women, Race and Culture in Disney: <http://www.newint.org/easier-english/Disney/diswomen.html>

Dr. Porter's Disney and Religion Course Webpage: <http://www.ucs.mun.ca/~jporter/Disney.html>

Project Implicit: <https://implicit.harvard.edu/implicit/demo/selectatest.html>

Disney and Racism Wiki: <http://disneyandmovies.pbworks.com/w/page/17905683/FrontPage>

<http://www.units.muohio.edu/psybersite/disney/index.shtml>

YouTube:

Sexism, Strength and Dominance: Masculinity in Disney Films

http://www.youtube.com/watch?v=8CWMCt35oFY&feature=player_embedded

Gender and Disney:

<http://www.youtube.com/watch?v=B8O8p0Ac1Rg&feature=related>

<http://www.youtube.com/watch?v=O4BxGtWvsvo&feature=related>

Disney and Racism: http://www.youtube.com/watch?v=gg2T_t2UtU&feature=

