Cerro Coso College
Course Outline of Record Report
07/20/2021

SOCIC210 : Diversity and Film

General Information

Author:	- Sarah King - Griffin, Alec - Cummings, Nakysha - Heaton, Jon
Course Code (CB01) :	SOCIC210
Course Title (CB02) :	Diversity and Film
Department:	Social Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2203.00) Ethnic Studies
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000012213
Curriculum Committee Approval Date:	10/30/2020
Board of Trustees Approval Date:	12/10/2020
External Review Approval Date:	12/10/2020
Course Description:	Through the examination of films, documentaries, and analytical essays, students use critical reasoning skills to discover how the structures of race, class, gender, and similar constructs have shaped and formed society and culture in the United States. There is analysis, discussion, and written critique of selected films and readings. Students may be required to rent films or subscribe to a video streaming service. This course is cross-listed with ETHN C210.
Submission Type:	Change to Content
	Updating course to submit for the new CSU GE Area F - Ethnic Studies. Minor changes to content and objectives to fit the requirements for that area. This course was last assessed Spring 2015. Assessments did not impact the revision.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	- Anthropology - Ethnic Studies - Film Studies - Sociology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
CC Liberal Arts: Social & Behavioral Sciences	A.A. Degree Major	Summer 2018 to Fall 2020
CC Liberal Arts: Arts & Humanities	A.A. Degree Major	Summer 2018 to Fall 2020
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree	A.A. Degree Major	Fall 2020

Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Fall 2021
Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)	A.A. Degree Major	Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 2.4	Social & Behavioral Sciences Interdisciplinary Studies	Approved	No value	No Comparable Course defined.
Area 3.5	Humanities Ethnic Studies	Approved	No value	
Area 6	Diversity	Approved	No value	

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 4.C	Social and Behavioral Sciences Ethnic Studies	Approved	No value	No Comparable Course defined.
Area 4.J	Social and Behavioral Sciences Sociology & Criminology	Approved	No value	

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area D.3	Social Sciences Ethnic Studies	Approved	No value	No Comparable Course defined.
Area D.10	Social Sciences Sociology & Criminology	Approved	No value	

Area F	Ethnic Studies	Pending	No value

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108	**Faculty Load**	-

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	Cooperative Work Experience Education ☐ Status (CB10)
Credit Course.	Not Applicable.	
☐ Variable Credit Course		

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54

Course In-Class (Contact) Hours

Lecture	54
Laboratory	-
Activity	-
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: -   **Faculty Load:** -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

> Students in this course are required to study and analyze complex, university-level academic material relating to film theories and issues in the field of diversity and to compose formal and timed academic essays in a clear and organized manner free from errors. The English 101 advisory ensures that students acquire the skills necessary for success in these assignments.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

> Students in this course are required to write a research paper. This requires that they have the ability to find and evaluate scholarly sources, know the difference between publication types, and cite in proper APA format.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Other
Rationale	Other Methods: Reading supplementary materials.Films and documentaries.Screening notes.

Methods of Instruction	Outside reading
Rationale	Read "Unpacking the Invisible Knapsack" by Peggy McIntosh and identify examples of white privilege in Dear White People.

Methods of Instruction	Discussion

Rationale	Class discussion focusing on how the intersectionality of race, gender, and social class is represented in Crazy Rich Asians.

Methods of Instruction	Lecture
Rationale	45 min lecture on cultural appropriation and the misrepresentation of voodoo in cinema.

Methods of Instruction	Written work
Rationale	Write a 1500-word essay on how the film industry can address anti-racist issues and create practices and movements to build a diverse, just, and equitable society.

Assignments

Reading assignments. Reading and watching media coverage or films relating to diversity issues. Writing analytic papers on topics related to diversity issues. For example, 1. View the film *Crash*. 2. Read or review notes on the lecture material about the differences between race and ethnicity and the production of stereotypes. 3. Write a critical review of the film that analyzes the issue of stereotyping and how it is used to justify prejudicial and discriminatory behavior by the various characters.

Methods of Evaluation	Rationale
Research Paper	Short analysis papers on selected topics on diversity issues. Example: Analyze the various diversity issues represented in the film Real Women Have Curves.
Tests	Quizzes on reading assignments and film viewing. Examinations including both long and short essays that measure students' ability to describe and analyze specific issues.
Analysis of Primary Sources	Screening notes based on film viewing.
Distance Education Description: how outcomes are evaluated	Assignments in online classes are submitted online via LMS.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Andersen, M.L., & Collins, P. Eds.	Race, Class, & Gender: An Anthology	9th Edition	Cengage	2016	
Belton, J.	American Cinema/American Culture, 5th	McGraw-Hill	2018	
Boardwell, D, Smith, J. and Thompson, K.	Film Art: An Introduction, 12th	McGraw-Hill	2020	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Analyze U.S. society and culture through the use of films and critical essays, especially relating to topics such as the intersections of class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
Expected SLO Performance: 70.0

Identify and explain the major characteristics of race, ethnicity, gender, social class, and common factors related to these issues e.g. prejudice, discrimination, stereotyping, pluralism, assimilation, genocide, racialization, equity, ethno-centrism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
Expected SLO Performance: 70.0

Analyze cinema through critical approaches to film such as cultural studies theory and ideological film theories.
Expected SLO Performance: 70.0

Describe how struggle, resistance, social justice, solidarity, and liberation as experienced by communities of color are relevant to current issues.
Expected SLO Performance: 70.0

Outline

Course Outline

A.Race and ethnicity in film
      1.Definitions of race and ethnicity: modern and historical comparisons
      2.How race and ethnicity are represented in film in the U.S.
      3.How race and ethnicity are represented in foreign films
      4.Conflict in film in regards to race and ethnicity: prejudice; discrimination; stereotyping; pluralism; assimilation; genocide
B.Social class issues in film
      1.Definition of social class
      2.How social class is represented in film: obvious and inferred; stereotypes; stock characters
      3.Examples of the intersections of race and class issues in film
C.Gender issues in film
      1.Definitions of gender
      2.Representations of feminism and gender in film: historical and modern
      3.Definition of LGBT (Lesbian; Gay; Bisexual and Transgender) and representations in film of issues faced by members of those groups
D.Other diversity issues in film
      1.Definitions of other types of diversity issues: e.g. body size/shape; age; disability; religion; national origin
      2.Representations of these issues in conjunction with or apart from other diversity issues
      3.Examples of prejudice and discrimination based on these issues jointly or as one
E. Film theories and critical approaches
      1. Cultural studies theory: film as popular art or cultural artifact; the function of movies within popular culture; the influence of popular culture on film
      2. Ideological film theory: the use of film to communicate beliefs and ideological meaning as a product of

        social, political, economic, religious, philosophical, psychological, or sexual forces
        3. Analyzing films to uncover explicit, implicit, and ideological meaning

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Online students may need access to a video streaming or rental service.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

35 students in onsite classes
30 students in online classes

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities