|  |  |
| --- | --- |
| **Basic Course Information**  Subject/Abbrev: SOC | |
| Department: Sociology | |
| School: Arts and Letters | |
| Course Number: 3 | |
| Course Suffix: | |
| Catalog Number Fields n/a | |
| Full Course Title: Sociology of Film and Society | |
| Abbrev Title: *25 character limit* | |
| Variable Title: **N** | |
| Unique Title:  **N** | |
| Proposed for General Education:  **N** | |
| If Not Approved GE, Still New Course: **Y** | |
| Special Course Designator: (*enter H – Honors, R – Remedial, W – Writing*) | |
| Cross Listed Courses: **N** | |
| Campus: (*enter R – San Diego Campus, S – Imperial Valley Campus, E – Extended Studies*) R | |
| Catalog Course Description: An examination of U.S. society, institutions, class, race and gender, through film. | |
| General Text: American Film and Society Since 1945 | |
| Course Hours Description: | |
| Course Statement: | |
| Proposed Start: 2016 | Term: Spring |

*Note: If this course proposal is a modification to an existing course the fields on this page represent data that will have been imported into the CurricUNET database from our Student Information System. It will be available on-line Jan. 2015 and will be displayed on the Basic course Information screen.*

**Units / Hours / Mode of Instruction**

|  |  |  |  |
| --- | --- | --- | --- |
| Variable Units: **N** | | | |
| Units: Min: 3 | | Max: 3 | |
| Lecture: Min: | Max: | | Staffing Formula (CS #): |
| Seminar: Min: | Max: | | Staffing Formula (CS #): |
| Laboratory: Min: | Max: | | Staffing Formula (CS #): |
| Activity: Min: | Max: | | Staffing Formula (CS #): |
| Supervision: Min: | Max: | | Staffing Formula (CS #): |
| Discussion: Min: | Max: | | Staffing Formula (CS #): |
| ROTC: Min: | Max: | | Staffing Formula (CS #): |
| NTI: Min: | Max: | | Staffing Formula (CS #: |
| Repeatable for Credit: **Y** |  | |  |
| Grading Methods:  *+-Letter, RP, CR/NC (+-Letter OK)* | | | |

*Note: If this course proposal is a modification to an existing course the fields on this page represent data that will have been imported into the CurricUNET database from our Student Information System. It will be available on-line Jan. 2015 and displayed on the Units / Hours / Mode of Instruction screen.*

**Cross Listed Courses**

|  |  |
| --- | --- |
| Department: | Course Number: |
|  |  |

**Prerequisites**

|  |
| --- |
| Course: Sociology 101 |
| Exam Type: |
| Min Grade: C |
| Comment or Non Course Requirement: |

*Note: If this course proposal is a modification to an existing course the fields on this page represent data that will have been imported into the CurricUNET database from our Student Information System. It will be available on-line Jan. 2015 and will be displayed on the Prerequisites screen.*

**Resources**

|  |
| --- |
| Faculty Resources: |
| Describe Available Resources: two current faculty can teach it, one has taught it at an accredited university as an upper division course. |
| Describe Needed Resources: |
| Instructional Resources: |
| Describe Available Resources: |
| Describe Needed Resources: Large room with large viewing screen |

**Relationships**

|  |
| --- |
| **Relationship of this Course to Total Educational Program of University** |
| Course(s) Already Covering Content (one per line): |
| *(Attach correspondence from departments offering these courses to indicate they have reviewed the new course proposal materials.)* |
| Replace Current Course:  **N** |
| Offered as Topics (296,496,596,696): **N** |
| Course is being proposed in response to academic review or accreditation recommendations:  **N** |
| Course Affects STAR ACT (1440): **Y / N** |
|  |

**Justification**

|  |
| --- |
| Need for Course: The course is needed to more fully develop the sociological perspective for sociology majors and minors, specifically the relationship between culture and social structure, institutions, power arrangements, systems of domination and subordination, e.g., class, race and gender inequality. |
|  |
| Justify level of course (a justification for all 500-level courses is required by Graduate Council): |
|  |
| Justify CR/NC only grading (if applicable): |
|  |
| Justify if no prerequisite(s) for 300- through 700- |
|  |

**Needs Met by Course**

|  |
| --- |
| Satisfies: |
| Major **N** |
| Emphasis **N** |
| Minor  **N** |
| Graduation Writing Assessment Requirement **N** |
| Doesn’t Fulfill a Specific Requirement **Y** |
| Course Affects a Program:  **N** |
| Prerequisite To These Courses: N |
| Course Change Form Submitted:  **N** |
| List Other Departments or Programs That Use This Course: None |
|  |

**Required Student Course Materials**

|  |
| --- |
| Specify Formatting Style: |
| APA MLA |
| Textbooks: American Film and Society since 1945. Quart, Leonard and Albert Auster. And Media Spectacle and the Crisis of Democracy by Douglas Kellner. |
|  |
| Manuals: |
|  |
| Periodicals: |
|  |
| Software: |
|  |
| Other: |
|  |
| Accessibility: |
|  |

**Writing Component (300 level Courses or above)**

The course involves a final paper which will ask the students to view two movies from a list and analyze the movies from the sociological perspective.

|  |
| --- |
| If no writing component is required, please state justification: |
|  |

**Grading Standards**

|  |
| --- |
| Describe weights assigned to various coursework components as percentages of the student’s final grade. |
|  |

There will be two exams and one paper, each worth 33% of the grade.

**Graduate Student Requirements (500 level courses)**

|  |
| --- |
| Specify Special Assignments for Graduate Students: |
|  |
| Justify Grading: |
|  |

**Student Learning Outcomes**

|  |
| --- |
| Outcome 1 |
| Outcome: Further student understanding of the relationship between culture and social structure. |
|  |
| Course Activity: lectures, Reading assignments and viewing film |
|  |
| Assessment Strategy: exam and final paper |
|  |
| Outcome 2 |
| Outcome: expand student understanding of American society and culture |
|  |
| Course Activity: lectures, reading assignments, viewing film |
|  |
| Assessment Strategy: exams and final paper |
|  |
| Outcome 3 |
| Outcome: improve student ability to analyze cultural products from the point of view of the sociological perspective |
|  |
| Course Activity: lectures, reading assignments, viewing films |
|  |
| Assessment Strategy: exams and final paper |
|  |
| Outcome 4 |
| Outcome: |
|  |
| Course Activity: |
|  |
| Assessment Strategy: |
|  |
| Outcome 5 |
| Outcome: |
|  |
| Course Activity: |
|  |
| Assessment Strategy: |
|  |

**Design and Conduct**

|  |
| --- |
| Topics to be Covered:  1. post-WWII U.S. society: suburbanization, consumerism, red scare  21960s and early 1970s, social movements, Vietnam war, civil rights movement, women’s rights movement  3 1980s, right wing populist movements, emergence of the ideology of free market, and deindustrialization,  4.1990s and 2000s, globalization, global economic crises, war on terror, panopticon state. |
|  |
| Approximate Time in Number of Weeks: 4 four weeks for 1,2,3,4 (but all further broken up) |

**General Education – Section A**

|  |
| --- |
| 1. Communication and Critical Thinking |
| 1. Oral Communication |
| 2. Composition |
| 3. Intermediate Composition and Critical Thinking |
| 1. Foundations of Learning |
| 1. Natural Sciences and Quantitative Reasoning |
| 1. Physical Sciences |
| 2. Life Sciences |
| 3. Laboratory |
| 4. Mathematics/Quantitative Reasoning |
| 1. Social and Behavioral Sciences |
| 1. Humanities and Fine Arts |
| 1. Literature |
| 2. Art, Classics, Dance, Drama, Humanities, and Music |
| 3. History |
| 4. Philosophy and Religious Studies |
| 5. Foreign Language |
| 1. American Institutions |
| 1. Explorations |
| 1. Natural Sciences and Quantitative Reasoning |
| 1. Social and Behavioral Sciences |
| 1. Humanities & Fine Arts |
| Justify Classification: |
|  |

**General Education – Section B:**

|  |
| --- |
| Goal 1 |
| Activity: |
|  |
| Assessment: |
|  |
| Goal 2 |
| Activity: |
|  |
| Assessment: |
|  |
| Goal 3 |
| Activity: |
|  |
| Assessment: |
|  |
| Goal 4 |
| Activity: |
|  |
| Assessment: |
|  |
| Goal 5 |
| Activity: |
|  |
| Assessment: |
|  |

*Note: In CurricUNET screen goals will be defined depending on selection from Section A.*

**General Education – Section C:**

|  |
| --- |
| Identify Three of the Seven Essential Capacities |
| 1. Construct, analyze, and communicate arguments. |
| 2. Apply theoretical models to the real world. |
| 3. Contextualize phenomena. |
| 4. Negotiate differences. |
| 5. Integrate global and local perspectives. |
| 6. Illustrate relevance of concepts across boundaries. |
| 7. Evaluate consequences of actions. |

**General Education – Section D:**

|  |
| --- |
| Forms of Communication: |
|  |

**General Education – Section E:**

|  |
| --- |
| Required for Majors: **Y / N** |
| How does it serve both majors and GE Students: |
|  |

**General Education – Section F:**

|  |
| --- |
| GE Cultural Diversity Upper Division Only: **Y / N** |
| Describe Emphasis: |
|  |
| Consider if Rejected: **Y / N** |

**Syllabus Attachment Section:**

|  |
| --- |
| Attach a Syllabus that contains: |
| * Required reading and written work |
| * Grading standards and sample rubric |
| * Required language explaining the place of the course in General Education. For the exact language that must be included, see SDSU Curriculum Guide, “Guidelines for Submitting a Proposal for a Course in General Education.” |
|  |
|  |
|  |
|  |

**Graduation Writing Assessment Requirement Proposal**

|  |
| --- |
| Limited to Department: **Y / N** |
| Required of All Department Majors**: Y / N** |
| If No, What % Will Take: |
| Amount of Writing Required (Minimum number of words?): |
|  |
| How does course feature Writing Process: |
|  |
| Principal Learning Outcomes: |
|  |
| Major Writing Projects: |
|  |
| Describe Instruction Integration: |
|  |
| Student-Teacher Conferencing Opportunities: |
|  |