

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	MCF 44
Course Title	Film and Society
Department(s)	Communication and Performing Arts
Discipline	Film
Subject Area	Individual and Society
Credits	3
Contact Hours	3
Pre-requisites	None
Catalogue Description	A view of how motion pictures have depicted and/or commented upon various social issues. Topics for this course might include women, politics, war, minorities, etc.
Syllabus	Syllabus must be included with submission, 5 pages max
<p>Waivers for 4-credit Math and Science Courses</p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.</p>	
If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will be 4 credits.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

Students will develop an awareness and understanding of the scope of film as it applies to the themes of the individual and/or society and be expected to explain how specific films convey attitudes and messages about themes that include individuals versus individuals, individuals versus themselves, and individuals versus society based on information they receive from numerous sources including in-class lectures, in-class film screenings, and reading assignments.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students will be required to write an essay analyzing how films with themes concerning individuals and/or society convey attitudes and messages by engaging in the study of films from different periods such as the theme of individualism in *The Fountainhead* and *The Razor's Edge* based on in-class lectures and discussions that demonstrate and support the purpose and significance of these films in their original period.

- Evaluate evidence and arguments critically or analytically.

Through representative films from 1900–2012 students will engage in short writing assignments and in-class discussions based on cultural/social setting, context/message, analysis in regard to the themes of individual and society in films like *The Immigrant*, *The Grapes of Wrath*, and *The Matrix*.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

This course covers how films with themes about individuals and/or society articulate and/or comment on sociology, cultural studies, and history with a contemporary context based on information they receive from numerous sources including in-class lectures, in-class film screenings, and including textbook readings.

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

Students are required to write an essay discussing how individuals in films are portrayed as they adapt, conform and/or integrate into society based on screenings and discussions of important key films portraying how an individual's place in society is affected by their circumstances, choices, values and beliefs.

- Examine how an individual's place in society affects experiences, values, or choices.

Through short written assignments and oral discussions, students understand the various ways films explore ethical and/or moral issues from specific time periods such as the theme of the theme of one against many in the face of a court verdict deliberation in the film *12 Angry Men* and the ethical and moral implications communicated in the film *A Clock Work Orange* as it explores the theme of individualism and collectivism.

- Articulate and assess ethical views and their underlying premises.

- Articulate ethical uses of data and other information resources to respond to problems and questions.

- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

KINGSBOROUGH COMMUNITY COLLEGE

THE CITY UNIVERSITY OF NEW YORK

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Brooklyn, New York 11235

DEPARTMENT OF COMMUNICATIONS & PERFORMING ARTS

SPEECH ARTS & SCIENCES

THEATRE ARTS

RADIO MANAGEMENT & TECHNOLOGY

FILM STUDIES

MUSIC & MUSIC TECHNOLOGY

SYLLABUS

Course Title: Film & Society

Number: MCF 44

Credits/Hours: 3 credits/3 hours

Description: A view of how motion pictures have depicted and/or commented upon various social issues. Topics for this course might include women, politics, war, minorities, etc.

Textbooks:

Carnes, M. C. (1995). *Past imperfect: history according to movies*. New York: Henry Holt & Company.

Basinger, J. (1995) *A woman's view: how hollywood spoke to women, 1930 - 1960*. Hanover, NH: University Press of New England.

Giglio, E., (2000). *Here's looking at you: hollywood, film and politics*. New York: Lang.

Prerequisite(s): None

Majors: No

Selected Students: Open to all students

Rationale: This key aspect of film, in particular American film, as both a reflector of society's concerns and as a critic of its errors in judgment, has been heretofore covered under the Film Genre course title. The subjects to be covered in this course, however, are not genre in the true sense of the word and should therefore be grouped into this "social-issues" category.

This course, in particular, also reinforces the importance of history in the examination of any aspect of society.

Course Objectives:

To have students learn the outside pressures on this medium

To have students grasp the place of film in historical context

To have students understand how the power of film can be misused

To have students understand how cinematic language and filmic conventions may be used to convey meaning

To screen and have students discuss of important key films portraying how an individual's place in society is affected by their circumstances, choices, values and beliefs.

To screen and have students discuss representative films with an emphasis on an individual's role in world culture/society, the context/message of the film, and an analysis in regard to an individual and society

Methods of Teaching Course:

Lectures; examples of films of various periods regarding issue in question; guest lecturers

Assignments for Students:

Viewing and analysis of films

Reaction papers to selected films

Term paper

Method of Evaluation:

Grade on analyses

Grades on papers

Topical Course Outline:

(this generic outline will gain specific content from the issue chosen for the semester)

I. Introduction to film terms

a. Angle, framing, lighting, sets, music, transitions, special effects

II. Introduction to the content subject for the semester

a. Importance, key events, brief chronology

III. Representative film of the 1920s

- a. Cultural/social setting
- b. Context/message
- c. Analysis in regard to semester subject

IV. Representative film of the 1930s

- a. Cultural/social setting
- b. Context/message
- c. Analysis in regard to semester subject

V. Representative film of the 1940s

- a. Cultural/social setting
- b. Context/message
- c. Analysis in regard to semester subject

VI. Representative film of the 1950s

- a. Cultural/social setting
- b. Context/message
- c. Analysis in regard to semester subject

V. Representative film of the 1960s

- a. Cultural/social setting

- b. Context/message
- c. Analysis in regard to semester subject

VI. Representative film of the 1970s

- a. Cultural/social setting
- b. Context/message
- c. Analysis in regard to semester subject

VII. Representative film of the 1980s

- a. Cultural/social setting
- b. Context/message
- C. Analysis in regard to semester subject

VIII. Representative film of the 1990s

- a. Cultural/social setting
- b. Context/message
- c. Analysis in regard to semester subject

Bibliography:

Bach, S., (1985). *Final cut*, New York: William Morrow & Company.

Bogle, D., (1993). *Toms, coons, mulattoes, mammies, and bucks: an interpretive history of blacks in american films*, Continuum Publishing Company: Urbana, IL, 1993.

Bordell, A. & T. L. Wright, (1990). *Working in hollywood*, New York: Avon Books.

Brown, G., (1995). *Movie Time: A chronology of hollywood and the movie industry from its beginnings to the present*, New York: Macmillan Publishing.

Dyer, R., (1986). *Heavenly bodies: film stars and society*, New York: St. Martin's Press.

Hooks, B., (1996). *Reel to real: race, sex, and class at the movies*, Boston,MA: Routledge.

Karney, R., (1997). *Chronicle of the cinema*. London: DK Publishing.

Kupsc, J., (1998). *The history of cinema for beginners*, Boston, MA: Writers & Readers Publishing, Inc.

Medved, M. (1993). *Hollywood vs. america: popular culture and the war against traditional values*, New York: HarperCollins Publishers.

Prince, S., (1992). *Visions of empire: political imagery in contemporary american film*, Westport, CT: Praeger Publishers.

Toplin, R. B., (1996). *History by hollywood: the use and abuse of the american past*. Champaign, IL: University of Illinois Press.