

The Disney Way: A Century of Pop Art

Course Number: PAR480

Course Title: Special Topics The Disney Way: A Century of Pop Art

Department Name: Performing Arts

College/School/Division Name: School of Humanities, Arts & Design

Term: Spring DUG

Course Credits: 3

Class Meeting Days: Asynchronous

Class Meeting Hours: Asynchronous

Class Location: Online

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Office Hours: By Appointment

Instructor Website: N/A

Other Professional Contact Information (Skype, Twitter, Blog, etc.):

University Course Catalog Description

No organization has exerted as much influence on popular culture and the art of motion pictures as The Walt Disney Company. This course will examine the biography and philosophy of founder Walt Disney, the history of The Walt Disney studio, the development of its theme parks, and the impact The Walt Disney Company has had on animation art, storytelling, technology, the entertainment industry, and American popular culture. Together, we will ask and begin to answer the question of what Disney means to us as a society, and what its role is and should be in our world at large.

Course Overview

We will consider Disney's most influential early films, look at the 1960s when Disney's importance in popular culture began to erode, and analyze the films that led to the Disney renaissance of the late 1980s/early 1990s. We will also assess the subsequent purchase of Pixar Animation Studios and the overall impact Pixar has had on Disney.

This class investigates the Disney entertainment empire's history, products, structure, and business practices. The focus is both specific (on Disney itself) and more general (on Disney's connection with the history of the transnational media corporation, the global economy, and the history of animation and theme parks).

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.

Walt Disney World, both literal and figuratively, has been a social, cultural, political, and economic process fraught in both past and present with complications, contradictions, and contestations. This course will take on the (impossible) task of surveying the development of Walt Disney World as both an ideal and a reality. This course will examine the centrality of Walt Disney to the development of American media culture and its global spread. The Walt Disney World Resort will form the basis for our exploration of how the Disney Doctrine became the centerpiece of the American way of life and how this Doctrine has been maintained, altered or expanded upon during the years following the Walt Disney family's control of the company. A particular focus of this seminar will be on the Disney theme parks that remain a centerpiece of the Disney brand.

In PAR480 we treat The Disney Corporation's entertaining productions as 'cultural texts' subject to anthropological analysis. Students learn to discern America's contested beliefs and values by unearthing the cultural politics embedded in Disney's most popular mainstay—feature length animated motion pictures. Such demystification entails delving beyond apparent surface messages to reveal underlying tensions, recurring contradictions, and even counter-hegemonic themes. With respect to the particular intersections of race, class, gender, sexuality, ability, and nation, what distinguishes millennial popular culture from productions of the early 20th century? What American cultural continuities might we detect? Given the corporation's covert messages on love & sex, individualism & freedom, pleasure & entertainment, violence & conquest—to name just a few—what are the implications of Disney's increasingly global touch?

This course combines theory and experiential assignments to introduce students to the main concepts of creativity and innovation. It will explore their crucial importance to individuals, organizations, and the entrepreneurial process. Students will learn various tools to promote creativity within themselves and others, processes to increase innovation, how to contribute to a creative team, how to

manage creativity, and how to establish a culture of creativity within an organization. As a result, students should have greater understanding of and appreciation for the creative/innovative processes and be better able to harness and direct those forces for themselves and others. This course prepares students to contribute in a unique and productive way to today's entrepreneurial and organizational demands.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

Within our course we will explore films, documentaries, manuscripts, and historical information that inspire thought, and opportunities for service, justice and peace. This subject matter is not purely entertainment. It is a medium that we can study the human condition. By the end of the course it is our goal to formulate quality educated opinions about the works we are exploring.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Learning Objectives

After completing this course, the students should be able to:

- Understand and competently use terminology and vocabulary of the entertainment industry. (PLO#2 and #4)
- To become more focused and informed as an audience. (PLO#3 and #4)
- Provide fundamental historical knowledge of The Walt Disney Studio and its impact on American culture.
- Provide fundamental historical knowledge of the Disney theme parks and their impact on society.
- Understand the aesthetic, cultural and industrial relationships between the varied and multiple Disney media products and their impact on society.
- Identify and describe the key characteristics of the “Disney aesthetic,” the Disney worldview, and Disney corporate culture
- Recognize the relationship between film and society with attention to stereotypical evidence of race, gender, sexual orientation, and religion
- to compare original folk tales and the Disney version
- Understand the dynamics of globalization in relation to the case of Disney
- Respond actively and imaginatively in classroom by engaging in, discussion, interpreting, analyzing and critical thinking and writing about Disney Culture as an art. (PLO#2)

Course Prerequisites

COM101 and EN102.

Required Learning Materials

All course reading materials will be provided by instructor through Canvas

Technical Assistance for Canvas Users:

- Search for help on specific topics at instructure.com[Links to an external site.](#)
- [Chat live with Canvas Support 24/7/365 \(Links to an external site.\)](#)
- Watch this [video to get you started \(Links to an external site.\)](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment:

- Students are required to take a series of quizzes throughout the semester.
- Students are required to view movies selected by the instructor and then author a series of film critiques present findings to class.
- Students are required to participate in regular discussion assignments as well as research assignments.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination.

They are interpreted as follows:

90% - 100% 'A' Outstanding scholarship and an unusual degree of intellectual initiative

80% - 89%. 'B' Superior work done in a consistent and intellectual manner

70% - 79%. 'C' Average grade indicating competent grasp of subject matter

60% - 69% 'D' Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.

0% - 59% 'F' Failed to grasp minimum subject matter, no credit given

Course Policies

Late Work Policy

All assignments are due on the date and time specified in Canvas. Late papers will be assessed a one grade reduction for each day the assignment is late

Grades of "Incomplete"

Please refer to student handbook for "incomplete" work.

Writing Policy

All writing assignments should be in MLA format. For more information please visit the following website:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html (Links to an external site.)

Instructor and Student Communication

Questions for this course can be emailed to the instructor at christopher.patrinios@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to two days.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to

modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Schedule

Refer to Course Outline and Canvas