

COURSE NAME: Film 101/ Film as Art & Communication			
FACULTY NAME: Jeanine Moret		DATE SUBMITTED:	
COURSE COMPONENT	PREVIOUS VERSION DESCRIPTION	CULTURALLY REPOSITIVE CHANGES DESCRIPTION(S)	CULTURES ADDRESSED THROUGH THESE REVISIONS
Syllabus		No change	
RESOURCES USED and where to find more information:			
Course Units			
RESOURCES USED and where to find more information:			
Reading Assigned/Textbook	<p>For each film screened in class, a page of "Links" is posted in the accompanying Canvas module. The links are articles and videos about the film, the director, actors, screenwriter; formal elements such as production design, sound design, editing, etc. Students are required to read two Links for each film and discuss them as part of their weekly journal.</p> <p>The textbook <i>Looking at Movies</i> by Monahan and Barsam is updated frequently and does a good job of becoming more culturally responsive with each new edition by updating example films, covers and illustrative images, and video tutorials to continuously expand inclusiveness and representation.</p>	<p>Articles and videos addressing Representation and Cultural elements have been added to the Links pages. Students have chosen to read/view and write about these options e.g. America Ferrara's TED talk "My Identity is a Superpower, Not an Obstacle", about her experiences with ethnic typecasting; John Chu's TED talk "The pride and power of representation in film", Oprah Winfrey's interview with Paul Rusesabagina of <i>Hotel Rwanda</i> fame.</p>	<p>Media pieces by Latinx/Hispanic, Asian-American, Black/African authors addressing representation were added to the Links</p>
RESOURCES USED and where to find more information:			
Instructional Methods	<p>Films screened in class are selected to illustrate the Element of Form as we cover them in the text and in class. Two weeks are spent on each chapter/formal element and two films are screened. e.g for Chapter 5 Mise-en-Scène we often viewed <i>Grand Budapest Hotel</i> which won Oscars for Production Design, Costuming, and Hair/Makeup.</p>	<p>More foreign films and more breadth of cultural representation were added to the mix of films screened in class. A Spanish language film by a Mexican director and a Spanish language film directed by a female Spanish director were screened. A documentary about representation by a Native American director, a film about Lakota vs. FBI struggles on the Pine Ridge Reservation, a New Zealand film about a Maori girl were screened. Etc.</p>	<p>Native Americans, Pacific Islanders, Persons with Disabilities</p>
RESOURCES USED and where to find more information:			
Assignments	<p>The final paper assignment comprises 5 detailed questions to be applied to the student's choice of a film screened in class. The questions addressed elements of form and didn't touch on representation.</p>	<p>The final paper now includes a question specifically addressing representation and stereotyping</p>	<p>All cultures represented in the screenings: Native American, Pacific Islander, Persons with Disabilities, LGBTQ+, Latinx/Hispanic, Asian, Black/African, White/Caucasian, Middle Eastern, Non-binary, Immigrant or Undocumented, English as a Second or</p>

			Foreign lang.; depends on student's choice of film.
RESOURCES USED and where to find more information:			
Activities	Class discussions: group analysis of questions and oral presentation of group answers	Class discussions: group analysis of questions and oral presentation of group answers includes questions and discussion about representation	All cultures represented in the screenings: Native American, Pacific Islander, Persons with Disabilities, LGBTQ+, Latinx/Hispanic, Asian, Black/African, White/Caucasian, Middle Eastern, Non-binary, Immigrant or Undocumented, English as a Second or Foreign lang.; depends on the film we are discussing in class
RESOURCES USED and where to find more information:			
Instructional Methods			
RESOURCES USED and where to find more information:			
Classroom Environment			
RESOURCES USED and where to find more information:			
Grading Policies	Final paper is graded with rubric	Representation is now included in the rubric	All cultures represented in the screenings: Native American, Pacific Islander, Persons with Disabilities, LGBTQ+, Latinx/Hispanic, Asian, Black/African, White/Caucasian, Middle Eastern, Non-binary, Immigrant or Undocumented, English as a Second or Foreign lang.; depends on student's choice of film.
RESOURCES USED and where to find more information:			
Learning Goals			
RESOURCES USED and where to find more information:			

***Things to keep at the forefront of your mind while modifying curriculum to be culturally responsive and humanizing:
<ul style="list-style-type: none"> • Seek-out, recognize, and address bias within the curriculum components. • Seek insights from students to assist in the designing of curriculum and accuracy of portrayals. • Bring real-world and community issues into the curriculum and seek ideas from students regarding actions. • Highlight power dynamics, privilege, and historical oppression. • Utilize multiple perspectives from different cultural groups.