Course Plan

Week 1: Promotion of Communal Values and Norms

Here students will be first introduced into the topic of sociology and how it can possibly relate to animations. Students will first begin to understand one of the biggest animation powerhouses of our time, Disney, and how this corporation has been pivotal to childhood understand of societal roles.

*** Survey (EEE Quiz) of class knowledge will be sent out; this assignment will be used to gain a better understand of the class’s background in both sociology and T.V animation. Outline may change due to results.

00:00 - Start, Introductions, defining sociology, explaining course
00:10 - Class Introductions (name, grade level, major, something interesting they have done this school year)
00:30 - Question: What do you (students) expect to get out the course, what interested you about this course? (2 mins to write)
00:35 - Quick lecture on Disney influence on mainstream culture. (Beginning of Disney regime) - explain difference between short films that Disney started off with and their pioneer ship of television animation, male dominated profession (not totally socially sensitive)
00:50 - Mickey Mouse & Minnie Mouse - The Nifty Nineties (romanticizes the decade of the 1890s.) 7:30 mins
01:00 - Question: What stereotypical communal values were presented? Did these social roles transcend time, if not what has replaced them?
01:10 - Wrap Up; give heads up for next class
01:20 - End

Optional:

Watch
  - Disneyland - 2.06 Excerpt #1 - The Story of the Silly Symphony (Big Bad Wolf 44)

Read
  - Mouse to Mermaid Chapter 2 (pg 43 - 48) Popular Culture and the Struggle for Memory & Politics of Innocence

Week 2: Morality

As a continuation of last week, students will be discussing the meaning of morality in relation to societal values previously noted in last week’s lesson. Understanding necessary sociological terminology such as folkway, mores, taboos, socialization, ideology, and the hidden curriculum.

00:00 - Question: What is a moral you’ve encountered in TV or movie series? Do you agree with it?
00:05 - Review from last week and reading
00:10 - In-Class Discussion
00:20 - Quick lecture on Disney influence on mainstream culture. Correlation with animated movie success (morality - Disney deals with fairy tales)

00:40 – Watch: (Only time a clip from a movie will be shown just to relate to the “optional watch and reading”)
- Disney Movies that have been adapted into TV
  - What was the purpose?
  - What made them so appealable to parents?
  - Continue the lessons of movies

01:00 - Question: Why do you think Disney felt such a need to press these lessons of morality into their works? Do you think you personally were effected?

01:10 - Wrap Up; give heads up for next class

01:20 – End

Optional:

Watch
- Little Mermaid: Save the Whale http://kisscartoon.me/Cartoon/The-Little-Mermaid-TV-Series/Season-02-Episode-003-Save-The-Whale?id=32219

Read:
- Mouse to Mermaid Chapter 1 (pg 22 - 27) The Oral and Literary Fairy Tales

Week 3: Mature Audience

Meant as a reaction to the Disney hallmark of presenting good mores in ambiguous cartoons comes the animation revolution for mature adult viewers. Instead of good actions defeating malintent, audiences are introduced to the idea that principle characters can participate in perverse activity for the betterment of society.

00:00 - Question: Name a “mature” cartoon, what makes it mature?

00:05 - Review from last week and reading

00:10 - In-Class Discussion

00:20 - Quick lecture on traditional Disney influence on contemporary prime time animation. Taking on more serious content correlating with current social climate (gay rights, political views, religious beliefs, etc).
  - Discussion of the “prime time” TV slot
  - Acknowledging the mature language warning

00:40 - Watch South Park Big Gay Al’s Big Gay Boat Ride (Season 1 Ep 4)
  - Shows progression of adolescents from only G to PG and PG – 13 on “all ages” channels

01:00 - Question: Why makes the prime time slot so critical to mainstream entertainment?

01:10 - Wrap Up; give heads up for next class

01:20 - End

Optional:
Watch
- South Park: Grey Dawn Season 7 Episode 10

Read:
- Mouse to Mermaid Chapter 1 (pg 22 - 27) The Oral and Literary Fairy Tales
- Using Cartoons to Teach Students about Stereotypes and Discrimination: One Teacher’s Lessons from South Park (pg 139 – 147)

**Week 4: Social Stratification**

*Identifying two models: Order and Conflict. Relating them to past and contemporary works. Synthesize work’s meaning with current social mood.*

00:00 - Question: Does the term stratification hold a negative or positive connotation for you?
00:05 - Review from last week and reading
00:10 - In-Class Discussion
00:20 - Quick lecture on other strong animated studio influence on mainstream culture (Cartoon Network, Warner Brothers, Universal Studios, Comedy Central)
- Reintroduction of adults to animation and social constructing storytelling
  00:40 – Watch: Pokémon Season 1 Ep 1: I Choose You
- Hierarchy of Pokémon introduced in the series, some are strong and some are weaker
- Order Model: everyone has a place in this society and they stay there
  - Nurse Joy, Officer Jenny, classes of Pokémon, specialized trainers = specialization
  - Trainers fight to improve their rank but also are perceived to benefit their society (Ash); they are also the ones that are idolized (including special Pokémon who are introduced in problematic situations)
    - Deviants, those who use Pokémon for own personal game (not society’s benefit)
01:00 - Question: Which system do you think the U.S runs under, Order or Conflict? Can you argue for both?
01:10 - Wrap Up; give heads up for next class
01:20 - End

**Optional:**

Watch
- Pokémon Season 1 Ep 5: Showdown in Pewter City
Read:
- Consuming Anime by Dana Fennell, Ana S.Q Liberato, Bridget Hayden, and Yuko Fujino

**Week 5: Racial and Animality**
**Prep for Final Paper**

00:00 - Question: Cartoons tend to use ambiguous characters to convey their messages, have you ever related an animated character to stereotypical racial characteristics?
00:05 - Review from last week and reading
00:10 - In-Class Discussion
00:20 - History of animation showing societal discomfort in differing cultural backgrounds. Stereotyping in “kid-friendly” creatures.
  - African Americans: frogs, small sea creatures, and large menacing dogs
  - Mexicans/Latino(a): small Chihuahua dogs
  - Caucasian (American): vary but generally friendly
  - Caucasian (European): refined dogs, posh felines
00:40 – Watch: Metro Goldwyn Mayer’s Swing Wedding 1937
  - Showcase popular performing artist from the area (Louis Armstrong, Calloway, & Bessie Smith)
  - Scene from Oliver & Company (portraying all the dogs: likely their introductions)
01:00 - Question: Relate the portrayal of African Americans as frogs from Swing Wedding (and if previously viewed Princess and the Frog) to that of Little Mermaid’s Sebastian the crab
01:10 - Wrap Up; give heads up for next class
01:20 - End

**Optional:**

Watch:
  - Princess and the Frog (Disney movie)
Read:
  - Colored Cartoon by Lehman (Pg 38 – 41)

**Prep for Final Paper**

One of the most apparent classifications in social groupings is that of race. Here we are understanding what this means for each societal theory model and why it’s prevalent to the cartoons we watches and later subconsciously interpret.

**Week 6: International Relations and Ideas (Interruption of U.S “Norm”)**

*Office Hours offered to help students with paper (EEE SignupSheet)*

This week we will be identifying stereotypical Japan’s social roles and norms as well as analyzing their influence on American culture today.

00:03 - Review from last week’s assignment and if possible, optional readings
00:15 - In-Class Discussion/Availability for questions on Final Paper
00:25 - Quick lecture on Warner Bros introduces foreign animation entertainment vs American comic culture.
00:40 - Watch opening of Batman the Animated Series → Sailor Moon Intros (Original Japanese and US Adaption)
01:00 - Question: Identify two similarities and two differences from American Comics and Japanese Manga representation in animation. Which did you find more compelling?
01:10 - Wrap Up; give heads up for next class
01:20 - End

**Optional:**

Watch:
- 21st Century Popular Anime (Naruto? - large audience for over a decade, can watch progression from late 90s animation → 00s → 10s)

Read:
- *Sailormoon: Manga (Comics) and Anime (Cartoon)* Superheroine Meets Barbie: Global Entertainment Commodity Comes to the United States by Mary Grigsby
- Anime: Fortress of Solitude or Kryptonite (Chapter 1 - Chapter 3)

**Week 7: Tomboyish Girls and Effeminate Boys**

*Rough Drafts Due*

The next classification prevalent in socialization is gender. What is the history behind the masculine male and the feminine female? Why do these gender roles still exist today?

**Rough Drafts Due**

00:00 - Question: What are some typical gender roles you have noticed, even before this class?
00:05 - Review from last week and reading
00:10 - In-Class Discussion
00:20 - Understand how traditional ideal figure types have influence gender roles and character capabilities. (Hegemonic boys)
00:40 – Watch: Powerpuff Girls: The Rowdyruff Boys
  - Using feminine power to defeat ideal boys
01:00 - Question: What was previously shown was a highlight of early 2000s TV animation, just in 15 years have you noticed a difference in feminism and the idea of a femme fatale?
01:10 - Wrap Up; give heads up for next class
01:20 – End

**Optional:**

Watch:
- Powerpuff Girls: The Boys Are Back in Town

Read:
- Power Feminism, Mediated: Girl Power and the Commercial Politics of Change by Rebecca C. Hains
Week 8: Are we Redefining Sexuality?

In present day America we have seen a major shift in attention to gay rights in comparison to past sexual prudery. Where does it seem from and where is this dialogue leading us?

00:00 - Question: Can you name the full acronym for LGBT?
00:05 - Review from last week and reading
00:10 - In-Class Discussion
00:20 - History of animation showing societal discomfort in differing cultural backgrounds.
  - Defining gender roles in current social climate. Shift from traditional heroine and femme fatale to the disappearance of gender lines. Encompass Week 5 & 6 along with Week 7.
00:40 - Watch episode of Steven Universe
01:00 - Question: What does the full acronym have to say about the idea of sexuality in contemporary America?
01:10 - Wrap Up; give heads up for next class
01:20 - End

Optional:

Watch:
  - Students will be assigned one episode to watch and to collaborate with their group with:
    o The Answer, Sworn the Sword, Alone at Sea, Alone Together: (full episode of Steven Universe episode (break students off into groups to build teams in the next classes discussion on the series)

  - ** 200 – 300 words what topic really impacted the student? Why? Any interested shows you came to like and have never heard of before? What made them so memorable to you?**
    o Will help with choosing mystery episode for the final class as well as getting a better understanding of what students are picking up from class and possibly missing (it will be discussed in “In-Class Discussion”) I will be showing an animation that we didn’t have time to squeeze in but will be a great work to view after learning everything from this class.

Read:
  1. Brave New World by Aldous Huxley *
Week 9: In Class Discussion *(See Course Requirements)*

Office Hours offered to help students with paper *(EEE SignupSheet)* *(See Course Requirements)*

00:00 – Explanation of what In Class Discussion is mean to do:
- Allow students to hear a more in depth analysis of discussed topics from peers perspective
- Gain an ability to discuss these topics in an academic setting
- More acutely identify socialization
- Highlight current social climate

00:05 - Review from last week’s group assignment
00:10 - Allow each group to meet and discuss what they learned (one last/ only time talk in person w group)
00:15 - In-Class Discussion (groups will be asked to highlight a significant moment in each episode and expand on it) - 10 minutes/group
  - Class is able to give feedback
01:10 - Wrap Up; give heads up for next class
01:20 - End

Optional:

*Work on essays no optional readings*

Week 10: Mystery Episode

Final Papers Due

*Mystery episode to watch and discussion. Final questions and feedback on class.*