

**MUSE KIN 11C Sec. 4 :: GE Area C1 :: Fall 2006 :: Room CL 127
Monday/Wednesday 9:00am–10:15am**

Course Title: *Moving Pictures: The Critical Examination of Sport and Culture in Popular Film*

Instructor: Matthew Masucci, PhD

Office: YUH 204A

Office Hours: M/W 1:30-2:30 & T/R 1:30-3:00

Phone: 408-924-3021

Email: mmasucci@kin.sjsu.edu (best method)

Web: <http://www.sjsu.edu/faculty/masucci>

Peer Mentor: Linzey Hypes

Peer Mentor Center (PMC)

PMC Mondays 1:30-4 & Wednesdays 1:45-2:45

E-mail: LHypes17@gmail.com

Introduction to MUSE

University-level study is different from what you experienced in high school. The Metropolitan University Scholar's Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

What is MUSE?

The Metropolitan University Scholars' Experience (MUSE) is a unique opportunity for incoming SJSU freshmen to develop the requisite skills needed to succeed at the university level. MUSE seminars provide a stimulating environment where students can explore a variety of topics from a multitude of perspectives. Along the way, the MUSE seminar will help you to actively engage in your new universe by:

- Facilitating critical thinking skills.
- Improving your writing, focusing attention on the rich cultural diversity of both the university and surrounding communities.
- Learning how to interact with your fellow classmates about many issues and challenges that lie before you on your exciting journey into the world of college life!
- Familiarizing yourself with valuable campus resources that will be useful throughout your college experience.

Course description

This course will critically examine the representation of sport and culture in popular film. Particular attention will be paid to how sport, as a form of popular culture is produced, represented and, ultimately, consumed. Moreover, the course will examine how dominant ideologies are both perpetuated and resisted in popular sport movies. A larger aim of the course is to understand (and perhaps resist!), the power of the movies to shape, represent, and reproduce our social reality through the development of media literacy skills.

General Learning Objectives and Activities for this Course

This course qualifies as an Area C1 (Humanities & Arts – Arts) course in your General Education requirements. It is designed to enable you to achieve the following learning outcomes:

Student Learning Objectives

- To recognize aesthetic qualities and processes that characterizes works of the human intellect and imagination.
- To respond to works of art (including motion pictures) both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).
- To write clearly and effectively. This will be facilitated by ongoing feedback from the instructor.
- To understand the learning process and your responsibility and role in it.
- To know what it means to be a member of a metropolitan university community.
- Understand university resources: this area will include activities that will help you gain greater awareness of the campus resources. These resources may aid in your overall success at SJSU.

Table of Student Learning Objectives and Related Activities

GE or MUSE Requirement	Brief Description of How the Requirement will be Met
Student Learning Objectives	
To recognize aesthetic qualities and processes that characterize works of the human intellect and imagination. [GE]	The class will read theoretical essays and book chapters that outline the ways film has been used as an important artistic expression – paying attention to the technical elements such as lighting, music, plot, etc.
To respond to works of art both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression). [GE]	Students will learn to evaluate sport films from a critical and artistic perspective; in addition, students will be required to write film critiques that address certain thematic elements of each film. Lastly, students will have a chance to create a media project that presents alternative or critical slant on sport. Artistic creativity is highly encouraged!
To write clearly and effectively. [GE]	Several critiques, in-class writings, and a final paper will be utilized to evaluate writing effectiveness
To understand the learning process and their responsibility and role in it. [MUSE]	Students will actively participate in “round-table discussions” about a wide array of topics that address the challenges of college life, including the “learning process”
To know what it means to be a member of a metropolitan university community. [MUSE]	Students will be required to attend at least three MUSE workshops.
Content	
Diversity: Issues of diversity shall be incorporated in an appropriate manner. [GE and MUSE]	Issues of diversity. In this course we will examine how contemporary sports movies have represented issues of diversity both positively and negatively
Writing: The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. For departments that teach C2 sections greater than 40 students, a summary shall be provided, with Certification or Continuing Certification packets, indicating how practices, feedback, and revisions in writing will be	Writing assignments consisting of a minimum of 1500 words in a language and style appropriate to the subject area of this course. Course assignments will be assessed and feedback will be provided to students regarding content, clarity, grammar and coherence.

addressed with larger sections. [GE]	
Provide students an opportunity to: <ul style="list-style-type: none"> • experience significant works of art in the classroom and in performances and exhibitions; • understand the historical or cultural contexts in which specific works of art were created; and ▪ recognize the accomplishments of and issues related to women and diverse cultures reflected in such works of art. [GE] 	Active learning through class participation and “seminar” style dialog. Assignments and class activities involving critical thinking skills, information competency, critical writing and reading skills, and dynamic group interactions. In-class activities that provide an opportunity to experience works of art (motion pictures) in the classroom and, if possible, in performances and exhibitions; understand the historical or cultural contexts in which specific works of art were created; and recognize the accomplishments of and issues related to women and diverse cultures reflected in contemporary sports movies.

Required Readings

Corrigan, T. (2005). *A short Guide to writing about film* (6th ed.). Pearson Longman: New York.
A Spartan Scholar From the Start - Available online: <http://www.sjsu.edu/muse/students/scholarguide>

The following content and activities will be incorporated into the course as you engage in the subject matter of the course:

Course Content/Activities

- Issues of diversity. In this course we will examine how contemporary sports movies have represented issues of diversity both positively and negatively.
- Writing assignments consisting of a minimum of 1500 words in a language and style appropriate to the subject area of this course.
- Active learning through class participation and “seminar” style dialog.
- Assignments and class activities involving critical thinking skills, information competency, critical writing and reading skills, and dynamic group interactions.
- In-class activities that provide an opportunity to experience works of art (motion pictures) in the classroom and, if possible, in performances and exhibitions; understand the historical or cultural contexts in which specific works of art were created; and recognize the accomplishments of and issues related to women and diverse cultures reflected in contemporary sports movies.
- Out of class assignments including attending performances and/or exhibitions will be included in order to provide students with an opportunity to evaluate creative and artistic works of human production.

Goals for the class

This class is structured with a combination of GE specified goals in area C1 and the instructor’s objectives, all of which is intended to prepare you for a successful career at SJSU. These goals can be broken down as such:

- To examine the interaction of analytical and creative processes involved in the production and consumption of significant works of the human intellect and imagination. Particularly, this course will focus on how sports movies present and represent dominant ideologies in American popular culture.
- To explore how media images (particularly motion pictures) are constructed and therefore gain a greater insight into how they are able to communicate particular messages.
- To introduce concepts, theories, and media literacy tools that enable student to critically explore the possible meanings and messages embedded with in sports movies.
- Interrogate American popular culture representations as depicted in sports movies and how these representations oftentimes perpetuate stereotypical and narrow views of particular populations.
- To examine the significance of the historical and cultural contexts of how these images are created and interpreted and how these images correlate with American historical events.

- Critical thinking skills: this area will include developing critical writing *and* reading skills. In this course, we will respond to popular culture both analytically (in writing) and affectively (in writing or through other forms of personal and artistic expression).
- Understand university resources: this area will include activities that will help you gain greater awareness of the campus resources. These resources may aid in your overall success at SJSU.
- Apply class material to a topic relevant student interests, in the form of a multimedia/artistic project.

General Guidelines/Preparing for class

This course will be driven by discussion and dialogue. Therefore, it will be extremely important for each student to thoroughly read each assignment *before* arriving in class on the day that each topic is to be discussed. In other words, a significant part of the success of this class will be dependent on your willingness and ability to contribute thoughtful and critical comments and questions to the larger class discussion. In this class we will also utilize various alternative media, including the Internet and videos to further promote discussion. Students will also be asked to participate in class presentations and small group projects in order to facilitate and foster intellectual community.

- All materials *must be original works of the student* and typed with text and references in APA format.
- Assignments are due at the beginning of class on the assigned date. Papers are to be used for this class only. Late papers (beginning at 5:00pm on the due date) will be penalized one full letter per day. No papers will be accepted more than 1 week late.
- Reading assignments are expected to be read *by the date that they are listed on the class plan*.
- Discussion is encouraged! But please keep “social talking” to a minimum during class-time.
- Budget time for assignment completion – this valuable skill will serve you well in your academic life.
- Please try to be on-time and please switch off phones & other electronic devices (laptops are acceptable).
- Only under extreme circumstances will an “incomplete” grade be assessed.

Academic Integrity Policy:

The following information on academic integrity has been excerpted from the San José State University Academic Integrity Policy (policy S04-12). The complete policy is available at <http://www2.sjsu.edu/senate/AS1291.pdf>

“The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university’s Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised.”

Accommodations for those with Disabilities:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

Assignments/Evaluation

In-class participation:

Class will be a combination of lecture, seminar, small group discussion, in-class reflection and writing and watching and reflecting upon films. Since a significant portion of the course is driven by discussion and dialogue, *it will be extremely important for each student to thoroughly read each assignment before arriving in class on the day that each topic is to be discussed*. While perspectives on particular, often controversial, topics may vary, it is expected that the classroom environment remain a respectful space to have meaningful discussions about the role and impact of sport and motion pictures in contemporary American society. ***In addition, you will be required to hand in written reflections about your two MUSE workshop experiences.*** Register on-line: <http://www.sjsu.edu/muse/workshops>

Campus Reading Program:

The campus reading program book for 2006 is *The Kite Runner* by Khaled Hosseini. In an effort to join the larger campus conversation about this engaging book, student will be required to read the book and attend at least ONE discussion session before November 15th. We will also discuss the book in class as it relates to course topics. More information on the campus reading program can be found at: www.sjsu.edu/ugs/reading

Reflective Journal:

Each student will be required to keep a reflective journal throughout the course of the semester. The journal will be a space for you to reflect on readings, class discussions, or current events that relate to class topics. Further, the journal should be a space for you to wrestle with, and stake out a position on the issues we cover in class. You are expected to write one 1-2 page entry per week. The journals are to be typewritten, double spaced, dated and kept in a secure folder in chronological order. The instructors will collect the journals periodically throughout the semester to provide feedback.

Film Critiques:

Students will be expected to submit 4 two-page typewritten film critiques throughout the course of the semester. There will be one critique required for each full-length feature film screened in class. Each critique will have particular requirements (TBA) based both on the content of the film as well as class readings and class discussion.

Final Paper:

A final term paper will be due toward the end of the semester. The paper is a chance to integrate the larger themes of the class in a written evaluation of a contemporary sports film NOT screened during the course of the semester. Students are expected to incorporate one or more of the analytical perspectives covered in class in their evaluation of a particular sport film.

It will be important to make a claim about the larger social meanings represented in the film by utilizing the “tools” covered in class. Moreover, it will be important to include a discussion of the technical aspects of the film that support your larger claims. Students should attempt to tie whatever issues they raise with larger social issues outside of sport, and describe how these issues or representations have or have not affected American society and culture. Some suggested topics might involve individuals or groups that have been confronted by oppressive or unjust practices/policies related to issues of race/ethnicity, class, gender, sexual orientation, religion, disability, or age. Students are required to cite at least three (3) primary sources (i.e. academic journal articles, etc.) in the paper (APA Style). The instructor must approve paper topics. The recommended length of the paper is 5-7 double-spaced pages (5-pages minimum), and normal fonts, margins, etc. are required. Criteria for evaluation of the paper include: 1) content, 2) organization/structure 3) integration of relevant theory and class materials, 4) writing clarity, and 5) originality.

Team Media Project:

In small teams, students will be required to create and present a short media project that explores one or more of the larger themes of the class. The larger aim of the project is to provide a space for students to express alternative media representations of sport that counteract or challenge the representations most often found in contemporary popular culture. The preferred medium for the project is (digital) video, however, other forms of media (PowerPoint, animation, print, videotape, live-action) will be acceptable. Creativity is encouraged! Use your imagination. Projects will be evaluated based on the ability to communicate “alternative” media representations of sport, integration of class readings and class discussion, and creativity and “production value”. More detailed information to follow.

Grading

In-class participation:	15%
Reflective Journal:	15%
Film Critiques:	20%
Final Paper:	25%
Final Project:	25%

COURSE PLAN (tentative!!):

Introduction and Overview

Wednesday: 8/23

Class overview, Greensheet, student responsibilities & Introductions!
Orientation to campus issues.

Why evaluate sport films?

Monday: 8/28

Why study sport? What can movies tell us about society?

Developing skills to succeed in college

Wednesday: 8/30

Time management (PMC guest lecture)

Monday: 9/4 No Class (Labor Day)

Wednesday: 9/6

Writing workshop presentation (PMC guest lecture)

Evaluating & Writing about film: (hint - It's not a summary ☺)

Monday : 9/11

Chapter 1 "Writing about the movies" – T. Corrigan (2005) *A short guide to writing about film*
Writing Exercise

Wednesday: 9/13

Chapter 2 "Beginning to think, preparing to watch, and starting to write" – T. Corrigan (2005) *A short guide to writing about film*

Monday: 9/18

Chapter 4 "Six approaches to Writing about the film" – T. Corrigan (2005) *A short guide to writing about film*

Wednesday: 9/20

Class discussion: Transitioning to college – challenges and success
Open class discussion about issues (both big and small) you have faced so far.
Group project teams will be assigned.

Monday: 9/25

Chapter 5 Style and Structure in Writing - T. Corrigan (2005) *A short guide to writing about film*
In Class Writing Project

Sport, Gender, and media representation

- **Women, sport and film**

Wednesday: 9/27

Discussion: How are female athletes represented in the media & film?
Video: *Playing Unfair*

Monday: 10/2

Film Screening: *Bend it like Beckham*

Wednesday: 10/4 **Journal Due**

Film Screening: *Bend it like Beckham (cont.)*

Round table discussion – Bring questions!

- **Representing Masculinity**

Monday:10/9 **Film Critique #1 Due**

Video: *Tough Guise*

.PDF on course website: “The televised manhood sports formula” – Messner, Dunbar, & Hunt.

Discussion: Televised sports manhood formula

Wednesday; 10/11

Stress management workshop

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Midterm
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- **Back to the grind! (More) Representing Masculinity**

Monday: 10/16

Film Screening: *This Smashing Machine (tentative)*

Wednesday: 10/18

Film Screening: *This Smashing Machine (cont.)*

Round Table discussion – Bring questions!

Monday: 10/23

Field Trip: San José State Career Center

The Sport Film &(Dis)abled body

Wednesday: 10/25 **Film Critique #2 Due**

In Class Project: What is a sporting body?

Monday: 10/30

Film Screening: *Murderball*

Wednesday: 11/1 **Journal Due**

Film Screening: *Murderball (cont.)*

Round Table Discussion – Bring questions!

Project Outlines

Monday: 11/6

In Class: “Pitch your Project to the class”

Project work-day

Wednesday: 11/8 **Film Critique #3 Due**

In Class: Paper Outline work session

Bring your final paper outline to class

Monday: 11/13

Open – enrolment workshop - Linzey

Wednesday: 11/15 *Kite Runner Discussion Group Completed*****

The Sport Film as Social Critique

Monday: 11/20

Film Screening: *Rollerball (tentative)*

Wednesday: 11/22 *Film Critique #4 Due*****

Film Screening: *Rollerball (cont.)*

Round Table Discussion – Bring questions!

Sport Films and Race/Ethnicity

Monday: 11/27

Film Screening: *Remember the Titans*

Wednesday: 11/29

Film Screening: *Remember the Titans (cont.)*

Round Table Discussion – Bring questions!

Work Day

Monday: 12/4 *Final Journal Due*****

TBA

Wednesday: 12/6 *Final Paper Due** (no exceptions)***

Last day of class ☺

Group Presentation Work-Day

Final Exam: Team Media Projects

Tuesday: December 12

7:15-9:30AM

Team Media Project Presentations