

City University of Hong Kong

**Information on a Course
offered by School of Creative Media
with effect from Semester A in 2012 / 2013**

Part I

Course Title: The Cultures of Disney

Course Code: SM5330

Course Duration: One semester (13 weeks)

No. of Credit Units: 3

Level: P5

Medium of Instruction: English

Prerequisites: Nil

Precursors: Nil

Equivalent Courses: Nil

Exclusive Courses: Nil

Part II

1. Course Aims:

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).

By the end of the semester, students should be able:

- to identify and describe the key characteristics of the "Disney aesthetic," the Disney worldview, and the Disney corporate culture
- to compare original folk tales and the Disney version
- to explain how Disney Disneyfy European and Chinese folk tales
- to identify various theories on the rise and challenge of Disney power globally

- to evaluate the dynamics of globalization and localization in relation to the case of Disney

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs
1.	To recall vocabulary (example: “Disneyfication”) and various theories on the rise of Disney power globally
2.	To analyze the relation between Disney offerings and the existing cultural, social and global order
3.	To survey a wide variety of Disney offerings as representations
4.	To relate theories to their research project on Disney offerings
*5.	To write their research paper and demonstrate sophisticated ability and use of critical/analytical skills to understand the research process and to adjust research plans and strategies accordingly

*Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students’ achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

TLAs	ILO No
Instructor’s overview on Disney entertainment: 1. Disney empire’s history, products, structure, and business practices 2. various theories on the rise of Disney power and its effects 3. methods of doing cultural research: textual analysis, interview, fieldwork	CILO 1-4
in-class presentation on assigned readings	CILO 1-4
in-class presentation on surveying various Disney offerings as representations	CILO 1-4
In-class discussion on the draft of the research paper	CILO 5

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Type of assessment tasks/activities	ILO No	Remarks
Oral presentation	CILO 1-4	
Quiz on assigned readings	CILO 1-4	
Final version of the research paper	CILO 1-5	

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Examination duration: n/a

Percentage of coursework, examination, etc.: 100% coursework

Grading pattern: Standard (A+AA-...F)

Grading is based on performance in assessment tasks / activities

A. Presentation

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Letter Grade	Grade Point	Grade Definitions	Description
A+ A A-	4.3 4.0 3.7	Excellent	<ul style="list-style-type: none"> - Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter - Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management - Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
B+ B B-	3.3 3.0 2.7	Good	<ul style="list-style-type: none"> - Adequate content with firm grasp of the material that informs the audience on a subject matter - Reasonable organization, balanced structure and composition - Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management
C+ C C-	2.3 2.0 1.7	Adequate	<ul style="list-style-type: none"> - Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter - Fair organization, weak structure and composition - Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management
D	1.0	Marginal	<ul style="list-style-type: none"> - Weak content, loose grasp of the general ideas with some knowledge of the subject matter - Poor organization, structure and composition - Poor presentation skills: marginal pronunciation, expression and diction, poor time-management
F	0.0	Failure	<ul style="list-style-type: none"> - Inadequate content, fail to identify the general ideas with knowledge of the subject matter - No organization, structure or/and composition - Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

B. Research Draft and Paper

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis. The threshold of ‘discovery’ lies in a student’s proactively turning theory into praxis, to transform course material into self-owned authorship.

Letter Grade	Grade Point	Grade Definitions	Description
A+ A A-	4.3 4.0 3.7	Excellent	<ul style="list-style-type: none"> – Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field – Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks – Evaluative judgments about existing research and demonstrate application of strong critical thinking skills – Strong ability to approach a text or a theme using a variety of theories and analytical tools – Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process – Insightful suggestion of how the research findings may lead to future research
B+ B B-	3.3 3.0 2.7	Good	<ul style="list-style-type: none"> – Firm grasp of materials, ability to explain key concepts and assumptions – Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is built on thorough knowledge of existing theoretical frameworks – Appropriate judgments about existing research and demonstrate application of critical thinking skills – Ability to approach a text or a theme using a variety of theories and analytical tools
C+ C C-	2.3 2.0 1.7	Adequate	<ul style="list-style-type: none"> – Comprehensive grasp of materials, able to explain key concepts – Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand – Design and conduct research which is built on knowledge of theoretical frameworks – Appropriate judgments about existing research – Weak ability to approach a text or a theme using a variety of theories and analytical tools
D	1.0	Marginal	<ul style="list-style-type: none"> – Loose grasp of materials, cannot explain key concepts – Weak content, with primary and secondary levels – Design and conduct research which is appropriate for the research objective – Marginal judgments about existing research – Poor ability to approach a text or a theme using a variety of theories and analytical tools
F	0.0	Failure	<ul style="list-style-type: none"> – Poor grasp of materials

			<ul style="list-style-type: none"> - Inadequate content, without primary and secondary levels - Fail to design and conduct research which is appropriate for the research objective - Fail to make reasonable judgments about existing research - Fail to approach a text or a theme using a variety of theories and analytical tools
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Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III

Keyword Syllabus:

The history of the Disney company. Disney animation. Disney theme parks. The evolution of the Disney corporate structure. Disney and the concept of globalization. Disney and audiences. The ideologies of Disney. Disney, gender, and race

Recommended Reading:

Text(s):

Amy Aidman, "Disney's *Pocahontas*: Conversations with native American and Euro-American Girls."

Ien Ang, 1991. "The nature of the audience" in *Desperately seeking the audience*. London: Routledge.

Artz, Lee. 2005. Monarchs, Monsters, and Multiculturalism: Disney's Menu for Global Hierarchy. In *Rethinking Disney: Private Control, Public Dimensions*, edited by M. Budd and M. H. Kirsch. Middletown, Connecticut: Wesleyan University Press, 75-98.

Baudrillard, Jean. 1988. Simulacra and Simulations. In *Jean Baudrillard: Selected writings*, edited by M. Poster. Stanford: Stanford University Press, 166-84.

Bell, Elizabeth, Lynda Haas, and Laura Sells. 1995. Introduction: Walt's in the Movies. In *From Mouse to Mermaid: The Politics of Film, Gender, and Culture*, edited by E. Bell, L. Haas and L. Sells. Bloomington, Indianapolis: Indiana University Press, 1-20.

Brannen, Mary Yoko. 1992. "Bwana Mickey": Constructing Cultural Consumption at Tokyo Disneyland. In *Re-made in Japan*, edited by J. J. Tobin. New Haven, London: Yale University Press, 216-34.

Alan Bryman, "Control and predictability"

Alan Bryman, 1999. The Disneyization of Society. *Sociological Review* 47 (1):25-47.

- Alan Bryman. 2004. *The Disneyization of Society*. London, Thousand Oaks: Sage Publishers.
- Mike Budd, 2005. "Introduction: Private Disney, Public Disney" in Mike Budd, Max H. Kirsch, *Rethinkign Disney: Private Control, Public Demensions*. Middletown, Conn.: Wesleyan.
- Michel de Certeau, *The Practice of Everyday Life*, excerpts.
- Amy M. Davis, 2006. Good girls and wicked witches : women in Disney's feature animation. Eastleigh, U.K. : John Libbey.
- Foglesong, Richard E. 1999. Walt Disney World and Orlando Deregulation as a Strategy for Tourism. In *The Tourist City*, edited by D. R. Judd and S. S. Fainstein. New Haven, London: Yale University Press, 89-106.
- Deleuze, Gilles. 1983. Plato and the Simulacrum. *October 27* (winter):45-56.
- Findlay, John M. 1992. *Magic Lands: Western Cityscapes and American Culture After 1940*. Berkeley: University of California Press.
- Richard Foglesong, "Walt Disney World and Orlando: Deregulation as a Strategy for Tourism."
- Giroux, Henry A. 1999. *The Mouse that Roared: Disney and the End of Innocence*. Lanham, Boulder, NY, Oxford: Rowman & Littlefield Publishers.
- Jane Kuenz, 1995. "Working at the Rat" In *Inside the Mouse: Work and Play at Disney World*, edited by The Project on Disney. Durham, London: Duke University Press, 110-62.
- Sheng-mei Ma, 2000. "Mulan Disney, it's like, re-orient: consuming China and animating teen dreams" in *Deathly Embrace: Orientalism and Asian American Identity*. Minneapolis: University of Minnesota Press.
- Van Maanen, John. 1991. The Smile Factory: Work at Disneyland. In *Reframing Organizational Culture*, edited by P. J. Frost, L. F. Moore, M. R. Louis, C. C. Lundberg and J. Martin. Newbury Park, California: Sage Publications, 55-76.
- Kathy Merlock Jackson and Mark I. West. 2011. Eds. Disneyland and culture: essays on the parks and their influence. Jefferson, N.C. : McFarland
- Palmer, Janet P. 2000. *Animating Cultural Politics: Disney, Race, and Social Movements in the 1990s*, PhD Thesis, Sociology Department, University of Michigan, Michigan.
- Alexander J. Reichl, *Reconstructing Times Square: Politics and Culture in Urban Development*, chapter 1.
- Ritzer, George, and Allan Liska. 1997. "McDisneyization" and "Post-Tourism": Complementary Perspectives on Contemporary Tourism. In *Touring Cultures:*

- Transformations of Travel and Theory*, edited by C. Rojek and J. Urry. London: Routledge, 96-112.
- Ross, Andrew. 1999. *The Celebration Chronicles: Life, Liberty and the Pursuit of Property Value in Disney's New Town*. New York: Ballantine Books.
- Smoodin, Eric. 1994. Introduction: How to Read Walt Disney. In *Disney Discourse: Producing the Magic Kingdom*, edited by E. Smoodin. London: Routledge, 1-20.
- Annalee R. Ward, 2002. "Pocahontas: the symbolic boundaries of moral order" in *Mouse morality : the rhetoric of Disney animated film*. Austin, Tex. : University of Texas Press
- Stacey Warren, 2005. Saying No to Disney: Disney's Demise in Four American Cities. In *Rethinking Disney: Private Control, Public Dimensions*, edited by M. Budd and M. H. Kirsch. Middletown, Connecticut: Wesleyan University Press, 231-60.
- Janet Wasko, 2001. "Analyzing the world according to Disney" in *Understanding Disney : the manufacture of fantasy*.
- Watson, James L. 1997. Introduction: Transnationalism, Localization, and Fast Foods in East Asia. In *Golden Arches East: McDonald's in East Asia*, edited by J. L. Watson. Stanford, California: Stanford University Press, 1-38.
- Liesbet van Zoonen, 1994. "Media texts and gender" in *Feminist media studies*. London: Sage.