Part I

Programme Title	:	All Full-time Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Disney Studies: Entertainment, Architecture, Ideology
Course Code	:	GEG1061
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

The entertainment empire founded by Walt Disney exercises considerable dominance over the media landscape of the United States, and, increasingly, the globe. In the last twenty years, a significant body of film studies, cultural studies, and urban studies scholarship has grown up around Disney entertainment, representing Disney's successes from a number of analytical and critical perspectives. We will follow critics in asking several types of questions about "Disney studies":

Popular Culture: What are the political, cultural, and social meanings of popular forms of entertainment, like films and cartoons? How does popular entertainment structure social roles like gender or nationality?

Built Environment: What are the political, cultural, and social meanings of built environments like theme parks, resorts, and other Disney "worlds"? How do the forms of life imagined in Disney-built spaces carry ideological meanings?

Cultural Imperialism: How American is Disney? Does Disney entertainment represent a form of U.S. ideology? Is Disney entertainment a form of neo-colonialism?

Global Entertainment Industry: What audience(s) does Disney imagine for itself? What happens when other audiences consume, appropriate, or transform Disney imagery?

Leveraging scholarship in all of these areas, students will assess the Disney empire in four different stages: 1) Walt Disney, the man; 2) Disney film and television; 3) Disney theme parks; 4) the Disney corporation. Ultimately, students will be encouraged to examine their own engagement with popular entertainment and built environments, focusing particularly, but not only, on the Disney conglomerate and will conclude with a final project emphasizing students' own entertainment decisions.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

CILO$_1$ Explain the history, features, and distinctiveness of the Walt Disney entertainment empire;

CILO$_2$ Understand, and conduct, arguments about the political and cultural meanings of Walt Disney projects and products;

CILO$_3$ Evaluate their own entertainment consumption using critical and analytical frameworks.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
● Walt Disney as public figure, as American, as utopian.	*CILO$_{1,2,3}$*	Reading, Lecture and Discussion.
● Disney television, Disney films, Disney media.	*CILO$_{1,2,3}$*	Viewing, Lecture, and Discussion.
● Disneyland, Disneyworld, Epcot Center, Celebration, and global Disney theme parks.	*CILO$_{1,2,3}$*	Reading, Lecture and Discussion.
● Disney as global brand.	*CILO$_{1,2,3}$* *(etc.)*	Reading, Lecture and Discussion.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Facilitate, perform, and/or lead discussion for about thirty minutes, in groups of 4 or 5.	30%	*CILO$_{1,2,}$*
(b) Two Individual Response Papers (minimum 525 words each)	35%	*CILO$_{1,2,3}$*
(c) Individual Project (variable format; minimum 1050 words if written prose; equivalent effort and ambition if not)	35%	*CILO$_{2,3}$* *(etc.)*

5. Required Text(s)

Selections from reviews, criticism, history and theory. All will be provided through the Facebook group.

Cartoons, Shows, Specials, and Feature Films. All will be provided online, or on reserve in the EdUHK Library.

6. Recommended Readings

Alcorn, S., & David G. (2007). *Building a better mouse: The story of the electronic imagineers who designed epcot*. Theme Perks Press.

Baudrillard, J. (1994). *Simulacra and simulation*. (S. F. Glaser, Trans.). Ann Arbon: University of Michigan Press.

Brode, D. (2004). *From Walt to Woodstock: How Disney created the counterculture*. Austin: University of Texas Press.

Brode, D. (2006). *Multiculturalism and the mouse: Race and sex in Disney entertainment*. Austin: University of Texas Press.

Byrne, E., & Martin M. (2000). *Deconstructing Disney*. London: Pluto Press.

Davis, A. (2007). *Good girls and wicked witches: Women in Disney's feature animation*.

Bloomington, IN: Indiana University Press.

Gennaway, S. (2011). *Walt and the promise of progress city*. USA: Ayefour Publishing.

Gabler, N. (2006). *Walt Disney: The triumph of the American imagination*. New York: Vintage Books.

Giroux, H. (2001). *The mouse that roared: Disney and the end of innocence*. Lanham, Maryland: Rowland Littlefield.

Jackson, K. M., & Mark, W. (Eds.). (2010). *Disneyland and culture: Essays on the parks and their influence*. USA: McFarland Publishing.

Mulvey, L. (1989). *Visual and other pleasures.* London: Palgrave McMillan.

Project on Disney. (1995). *Inside the mouse: Work and play at Disney world.* Raleigh: Duke University Press.

Rabinowitz, L. (2012). *Electric dreamland: Amusement parks, movies, and American modernity*. New York: Columbia UP.

Raz, A. (Ed.). (1999). Riding the black ship: Japan and Tokyo Disneyland. In *Harvard East Asian Monographs, 173.* Boston: Harvard UP.

Ross, A. (1999). *The celebration chronicles: Life, liberty and the pursuit of property values in Disney's new town*. New York: Ballentine Books.

Smoodin, E. (Ed.). (1994). *Disney discourse: Producing the magic kingdom*. London: AFI Readers.

Stein, A. (2011). *Why we love Disney: The power of the Disney brand.* New York: Peter Lang Publishers.

Wasko, J. (2011). *Understanding Disney: The manufacture of fantasy.* Cambridge: Polity Press.

Watts, S. (2001). *The magic kingdom: Walt Disney and the American way of life*. Columbia, MI, USA: University of Missouri Press.

7. Related Web Resources

Disney:
http://disney.com/; http://www.disney.com.hk/
The Walt Disney Company:
http://thewaltdisneycompany.com/
The Walt Disney Animation Studios:
http://www.disneyanimation.com/
Disney Research:
http://www.disneyresearch.com/
Disney Education:
http://dep.disney.go.com/
Hong Kong Disneyland:
http://park.hongkongdisneyland.com/

8. Related Journals

Architectural Design

Critical Survey

Early Childhood Education

European Journal of American Culture

Gender and Education
Journal of Aesthetics and Art Criticism
Journal of Communication
Journal of Popular Film and Television
Literature Film Quarterly
Urban Affairs Review
Utopian Studies

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. Others

Nil

6 October 2023