

All Fields Report

Basic Course Information	
College	Cañada College
Discipline	ETHN-Ethnic Studies
Course Number	288
Full Course Title	African-American Cinema
Catalog Course Description	This course explores the rich and diverse history of African American filmmaking. Focusing on films written and/or directed by African Americans, this seminar traces the history of filmmaking from the silent era to the present day. In exploring Black cultural production and creative expression, students consider the ways in which film is used as a medium of protest, resistance, and cultural affirmation. We look at films through the critical lenses of Ethnic Studies theory, race and representation in American cinema while locating our analysis within larger frameworks of Hollywood's representation of African Americans and various cultural and social movements within local and global contexts.
Class Schedule Course Description	This course explores the rich and diverse history of African American filmmaking. Focusing on films written and/or directed by African Americans, this seminar traces the history of filmmaking from the silent era to the present day. In exploring Black cultural production and creative expression, students consider the ways in which film is used as a medium of protest, resistance, and cultural affirmation.
Proposal Information	
Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	01/22/2021
Deadline for submission to Dean's Queue:	12/17/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	12/29/2020
Proposal Origination Date:	12/04/2020
Justification For Board Report OR Curriculum Inventory update:	<p>1. For NEW Courses: Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations): Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>This course is being added to the curriculum in response to California Assembly Bill 1460 (AB 1460). It is being articulated for Ethnic Studies, Area F, and it is a selective requirement of the newly created AA Degree in Ethnic Studies.</p>
Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses

Will this course replace an No

existing course in the catalog, or an experimental course?	
If yes, identify and explain.	
Similar Courses	
Is there a similar or equivalent course in SMCCCD?	Yes
Added Similar Courses	ETHN 288 (College of San Mateo)

Units/Hours				
Unit Types	Fixed			
Units	Min: 3.00			
Variable Range	Range (or)			
Hours				
Please enter hours as per term values				
Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	48.00	54.00	3.00	3.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	96.00	108.00	0.00	0.00
Other Hours				
Course Details				
Repeatable for Credit	No			
Grading Methods	Letter Grade Only			
Audit	Yes			

Materials Fee	
Fee Required?	No

Student Learning Outcomes	
Upon successful completion of this course, a student will meet the following outcomes:	
1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within African American studies and ethnic studies.	
2. Apply theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.	
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in African American communities.	
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans, are relevant to current and structural issues such as communal, national, international, and	

transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

Course Objectives

Upon successful completion of this course, a student will be able to:

1. Analyze the aesthetics, cultural, social forces that influence African American cinema.
2. Examine how African American images and stereotypes in cinema affect viewing audiences' attitudes, perceptions, and behaviors towards African Americans.
3. Identify the theme, plot and characters related to African American films.
4. Synthesize the content of a series of African American films and compare and contrast the content, themes, characters, and plot.

Course Lecture Content

1. American Cinema: An Overview
 1. A brief history of the American film
 - Silent and talking
2. An Historical Survey of the Black Stereotype in Society and in Film
 1. Rastus and African Americans in film
 2. Birth of a Nation or perpetuation of a stereotype and racial hatred: art or propaganda
 1. An analysis of theme, plot, special effects, editing, technical production, distribution, producer, writer, actors and actresses
 2. A look at the effects of the Birth of a Nation on:
 1. movie industry
 2. race relations
 3. Uncle Tom, mammy, brutal bucks, clowns, criminals, mulattoes, entertainers, and others
3. How the Movies Affect the Black Community
 1. Positives and negatives: an evaluation of the social values projected by films with Black characters
 1. 1920s-1930s: Black face, an insult to dignity
 2. 1930s: the era of the servant
 1. Stepin Fetchit, Bill Robinson, Clarence Muse, Fredi Washington, Louise Beavers, Rochester, Hattie McDaniels
 2. The anti-stereotypicals: Paul Robeson and Rex Ingram
 3. 1930s-40s: the independent film producer
 1. Oscar Micheaux: stereotypes or not
 4. 1940s: new stereotypes and old themes
 1. The introduction of the light skinned beauty and the musical
 2. Movies and stars: Hazel Scott, Lena Horne
 5. 1950s: the integration movement and films
 1. Integrated films and interracial love
 2. Sydney Poitier, Dorothy Dandridge, Harry Belafonte and associates
 6. 1960s: the Black power movements and the movies
 1. The evolution of the new Black hero
 2. Militant films with militant themes: overt and subtle
 1. Gordon Parks, Chester Hines
 7. 1970s: the Blaxploitation films and the rescue of Hollywood
 8. 1980s: the decline in the quantity of Black movies and the rise of quality - documentaries, art films, social them
 9. 1990s - Black independent films and more
 10. 2000 to present - GenZ and millennial filmmakers

4. Black Production Companies
 1. Finances
 2. Production
 3. Distribution
5. Black Cinema: The Future

Course Lab Content

TBA Hours Content

Frequently Recommended Preparation

Frequently Recommended

Eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400.

Writing

1. Write complete sentences and unified paragraphs.
2. Use correct basic punctuation, grammar and syntax.

Reading

1. Read material at 9th grade level accurately and with good comprehension.
2. Determine word meanings of vocabulary used in material at this level.

Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

To achieve success in ETHN 288, students must be able to read and understand the required textbook. Students must be able to communicate effectively in oral and written exercises, during class discussions, and homework assignments, and examinations.

Other Recommended Preparation

You have no defined requisites.

Prerequisites/Corequisites

You have no defined requisites.

Content Review

You have not defined content review.

Mode of Delivery

Modes of Delivery

Online
Hybrid
Lecture

Representative Instructional Methods

Methods	Lecture Discussion Guest Speakers
Other Methods	

Representative Assignments

Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Short, written critiques of each film addressing themes, plot and characters (2-5 pages)
- Take-home essays (5-10 pages), 1-3/semester
- Full-sentence outline/speech plan for oral presentation (1-2 pages)

Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Assigned text readings (30-100 pages/week)
- Scholarly Journal articles (10-20 pages/semester)
- Links on District-approved LMS (10-20 pages/semester)

Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Conduct appropriate research for essays and/or oral presentations
- Conduct analysis of primary sources
- Apply critical thinking skills

To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable.

Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

Methods	<ul style="list-style-type: none"> • Class Participation • Exams/Tests • Homework • Papers • Projects • Quizzes • Essay and objective examinations; in-class recitation, written film critiques for each film viewed; survey projects.
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Representative Texts

Textbooks such as the following are appropriate:

Formatting Style	APA
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Textbooks

	1. Reid, Mark A., Ed.. <i>African American Cinema through Black Lives Consciousness</i> , ed. Wayne State University Press, 2019
	2. Reqester, Charlene B.. <i>African American Actresses: The Struggle for Visibility, 1900-1960</i> , ed. Indiana University Press, 2010
	3. hooks, b. <i>America on Film: Representing Race, Class, Gender, and Sexuality at the Movies</i> <i>Reel to Real: Race, Sex and Class at the Movies</i> , ed. Routledge, 2012
	4. Kisch, J, Spike, L. and Gates, H.L.. <i>Separate Cinema: The First 100 Years of Black Poster Art</i> , ed. Reel Art Press, 2014
	5. Benshoff, H. and Griffin, S.. <i>America on Film: Representing Race, Class, Gender, and Sexuality at the Movies</i> , 2nd ed. Wiley, 2009
	6. Patterson, Lindsay. <i>Black films and film-makers: A comprehensive anthology from stereotype to superhero</i> , ed. Dodd, Mead, 1975
	7. Leab, Daniel. <i>From Sambo to Superspade: The Black Experience in Motion Pictures</i> , ed. Houghton Mifflin, 1976
	8. Reid, Mark. <i>Black Lenses, Black Voices: African American Film Now</i> , ed. Rowman & Littlefield Publishers, 2013
	9. Bogle, Donald. <i>Toms, Coons, Mulattoes, Mammies, and Bucks: An Interpretive History of Blacks in American Films</i> , 4th ed. Continuum, 2001
	10. Barker, D. and McKee, K.. <i>American Cinema and the Southern Imaginary</i> , ed. University of Georgia, 2011

Manuals

You have no manuals defined.

Periodicals

You have no periodicals defined.

Software

You have no software defined.

Other

You have no other defined.

Degree/Certificate Applicability

Designation	Degree Credit
Proposed For	AA/AS Degree
Course Designation Text	Are there degrees/certificates to which this course applies? Ethnic Studies AA Degree

General Education/Degree/Transfer Course

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By Jose Pena

CSU GE Area C: ARTS AND HUMANITIES

C1 - Arts (Arts, Cinema, Dance, Music, Theater) *Pending*

CSU GE Area F: ETHNIC STUDIES

Ethnic Studies *Pending*

CSU Transfer Course

Transfers to CSU *Approved*

Cañada GE Area C: ARTS AND HUMANITIES

C1: Arts *Pending*

Cañada GE Area F: ETHNIC STUDIES

Ethnic Studies *Pending*

IGETC Area 3: ARTS AND HUMANITIES

A: Arts *Pending*

UC Transfer Course

Transfers to UC *Pending*

Course Distance Education

Distance Ed Supplement	New distance education supplement
Distance Education	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have received training through STOT I , STOT II, @One and Cañada's QOLT (Quality Online Training) or equivalent.
Method of Distance Education	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
Online Method Limitations	
Other Methods	
Course Content and Methodology	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient.

	Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
Instructional Methodologies (How will you deliver the course content?):	Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links
Representative Courseware/Textbooks Materials:	No additional textbooks or materials apply
Methods of Evaluation of Student Performance:	Written Critiques, Paper or Project b) Exam - essay and/or short answer questions c) Online quizzes and exams d) Weekly homework submitted electronically e) Regularly scheduled discussions of class material and current events f) Live Sessions/Conferences for exam review and reading review.
How are you ensuring that students with disabilities can access your course in accordance with Section 508?	1. Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed with Accessibility Check options in Microsoft Office 7. Course is evaluated using the OEI Rubric (Online Education Initiative) 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)

Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."	
Announcements/Bulletin Boards	- Weekly
Chat Rooms	- Periodically
Discussion Boards	- Weekly
Email Communication	- Daily (with a frequency of 24-48 hours)
Office hours	- Weekly
Scheduled Face-to-Face Meetings	- As needed
Telephone	- Regularly
Study and/or Review Sessions	- Regularly

Resources Needed	
Adequate Library Resources	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify:
Affected Resources	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate. None of the above
Explain what effect the areas you have checked will have upon this college:	

Comparable Transfer Course Information	
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Are there comparable courses?	Yes
Edit/Del	College Info

Minimum Qualification

No Minimum Qualifications For this Course

CB Codes

CB03 TOP Code	2203.00 - Ethnic Studies
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB11 California Classification Codes	Y - Credit Course
CB21 Levels Below Transfer	Y = Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Codes/Dates

Entry of Special Dates

Instruction Office Review	01/22/2021
Last Outline Revision	
Content Review	
CC Approval	01/22/2021
DE Approval	01/22/2021
Effective Term	Term: Fall Year: 2021

Web Catalog

Course Family	
Web Catalog	<input type="checkbox"/> Exclude from Web Catalog

Instructional Services

Implementation Date	
Originator	Lezlee Ware
Origination Date	12/04/2020
Proposal Type	Cañada New Course
C-ID Numbers	
CB00 State ID	
CB03 TOP Code	2203.00 - Ethnic Studies
CB04 Course Credit Status	D - Credit - Degree Applicable
CB05 Course Transfer Status	A = Transferable to both UC and CSU
CB08 Course Basic Skill Status (PBS Status)	2N = Course is not a basic skills course.
CB09 SAM Code	E - Non-Occupational
CB10 Course COOP Work Exp-ED	N = Not part of Coop Work Exp
CB11 California Classification Codes	Y - Credit Course
CB13-Special Class Status	N - Not Special
CB21 Levels Below Transfer	Y = Not Applicable
CB22 Non Credit Course Category	Y - Not Applicable
CB23 Funding Agency Category	Y = Not Applicable
CB24-Program Course Status	1 = Program Applicable
CB25 Course General Education Status	Y - Not Applicable
CB26 Course Support Course Status	N - Course is not a support course

Web Catalog Metadata