Committee on Educational Policy
R’Courses - Student-Initiated Courses at UC Riverside

Introduction

Student-initiated courses have been held on UC campuses since the 1960s, and today, at least six campuses in the UC system have a program through which students can initiate, develop, and facilitate a for-credit seminar or project. At UCR, at least two student groups have pursued this type of activity with the aid of a structured program before the pilot launch of student-initiated R’Courses in Spring of 2014. Since several UC campuses successfully offer student-initiated and facilitated courses and the UCR pilot program has demonstrated feasibility and student interest, the Committee on Educational Policy (CEP) is proposing a formal program modeled after those at other UC campuses to ensure the quality of the educational experience for students and facilitators, increase the variety of seminar topics available for students, and encourage student engagement through group learning experiences.

Student-Initiated Courses on Other UC Campuses

Table 1 shows key characteristics of the programs at UCI, UCB, UCLA, UCD, UCSC, UCSB and UCSD. The models differ in their degree of centralization and structure. UCB has decentralized control of the courses almost completely to the faculty and departments. UCI, UCLA, and UCD provide more structure for facilitator training and faculty mentorship. UCSC offers courses through their Education for Sustainable Living Program (ESLP), in which students can earn academic credit for participating in student-led sections of a broad course on sustainability. UCD and UCSB have offered student-led courses through their ESLP chapters, and recently both campuses have developed initiatives to broaden the scope of student-led courses.

R’Courses Program Overview

The objective of R’Courses is to provide an opportunity for undergraduate students at UCR to develop and facilitate courses on topics that highlight their expertise and that their peers can take for credit. The main challenge is soliciting, developing, and delivering a course in a time frame that accommodates a student’s limited tenure at UCR, and yet incorporates proper oversight to ensure a quality educational experience for enrolled students that is worthy of academic credit. For new regular courses, a full faculty review requires approvals from the program/department, college/school executive committee, and the Committee on Courses (COC)--a process that can take as long as year. Along with the time needed to solicit proposals and deliver the course, the duration of the regular process can be prohibitively long for an undergraduate student.

R’Courses address this challenge with an abbreviated review process that is augmented by faculty oversight and training of the student instructor, referred to as the facilitator. The complete
program, from the solicitation for new courses to the completion of the facilitator’s course will occur within 3 regular academic quarters: for example, for courses offered in Spring quarter, the solicitation and selection of proposals occurs in the Fall, course development and facilitator training occurs in the Winter, and course delivery occurs in the Spring. Similar three-quarter cycles apply to courses offered in the Fall and Winter quarters. Responsibility for the operation of the program, selecting the proposals, and ensuring that the courses offered satisfy UCR’s educational standards rests with departmental leadership and with a Governing Board (described below). This Board will ensure that the facilitator is adequately trained as an instructor. A faculty mentor will assist the Board by working directly with the facilitator in developing the syllabus, providing meaningful resources, and grading student work.
Table 1: Characteristics of student-initiated courses at other UC campuses.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Program</th>
<th>Year Founded</th>
<th>Units &amp; Grading Scheme</th>
<th>Courses Offered Each Term</th>
<th>Credit for Enrolled Students</th>
<th>Credit for Facilitator (when taught)</th>
<th>Course Funding</th>
<th>Facilitator Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC Irvine</td>
<td>UTeach</td>
<td>2007</td>
<td>1 unit Pass/No Pass</td>
<td>15-20 (spring quarter only)</td>
<td>1 Unit University Studies 7</td>
<td>2 Units University Studies 197C</td>
<td>Funded by Academic Affairs through ASUCI.</td>
<td>Fall: University Studies 197A for 2 units (letter grade)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Winter: University Studies 197B for 2 units (P/NP only—12 student cap)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring: University Studies 197C (1 hour weekly meetings) for 2 units (P/NP only)</td>
<td></td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>DeCal</td>
<td>1965</td>
<td>1-4 units S/NC</td>
<td>190</td>
<td>Housed in departments under 98/198 for student</td>
<td>Housed in the faculty advisor’s department as Special</td>
<td>Facilitators can apply for an Education Enhancement Fund grant, through the Optional workshops and education class through The Undergraduate Course Facilitator</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Program</td>
<td>Year</td>
<td>Units</td>
<td>Pass/No Pass</td>
<td>Housing</td>
<td>Approval Process</td>
<td>Training &amp; Resources (UCFTR) Office</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>--------------</td>
<td>------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>UC Los Angeles</td>
<td>Undergraduate Student Initiated Education (USIE)</td>
<td>2005</td>
<td>1 unit</td>
<td>Pass/No Pass</td>
<td>Housed in departments - 88S</td>
<td>Housed in departments - 188S</td>
<td>Not available. Students can make copies in Undergraduate Education office or Faculty sponsor’s department.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Facilities must take Honors 101E pedagogy seminar</td>
<td></td>
</tr>
<tr>
<td>UC Davis</td>
<td>Student Facilitated Courses</td>
<td>2014</td>
<td>Variable units</td>
<td>Pass/No Pass</td>
<td>Housed in departments - 199FB</td>
<td>Initial proposal from dept—then departments can offer courses independent</td>
<td>Facilities must pass 199FA with same faculty prior to offering the course and take 199FB during the course. Faculty must be present in</td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>Program/Initiative</td>
<td>Year</td>
<td>Units</td>
<td>Grading</td>
<td>Additional Requirements</td>
<td>50% of the 98/198F class sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------------------</td>
<td>------</td>
<td>-----------</td>
<td>-----------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC Santa Cruz</td>
<td>Education for Sustainable Living Program (ESLP)</td>
<td>2003</td>
<td>2 or 5 units Graded</td>
<td>10 (spring quarter only)</td>
<td>College 8: either 61 (2 units) or 161 (5 units) Through Campus Sustainability Fund (all courses relate to sustainability)</td>
<td>Required Winter quarter training seminar (160)—5 unit graded</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC Santa Barbara</td>
<td>ESLP</td>
<td>2005</td>
<td>4 units</td>
<td>20</td>
<td>In process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC San Diego</td>
<td>Office of Academic Affairs: Student Initiated Courses</td>
<td>A goal for 2014-2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**R’Courses Governing Board and Senate Oversight**

The R’Courses Governing Board is charged with providing direction and oversight for the program. The Academic Senate delegates to this Board the responsibility for setting the educational standards for R’Courses and for ensuring that these standards are maintained. To support the program, this Board will solicit, review, and select proposals for R’Course offerings. This includes establishing a recruitment program with informational sessions at popular student venues. It also has responsibility for training the facilitators, and it will coordinate this activity and course preparation with the facilitator’s faculty mentor. If the educational quality of the course is substandard, the Board has the authority to intervene and terminate a course prior to the beginning of the quarter of instruction if corrective measures are not possible. The Governing Board will work with the Office of Undergraduate Education staff to publicize R’Courses, provide training sessions for facilitators and ensure program resources are available. The Board will meet at least once during each regular academic quarter. At these meetings the board will: assess outcomes from the previous quarter; assess instructor readiness and provide final approval for courses to be delivered in the next quarter; review and select courses to be offered two quarters hence, and review the training program to be offered next quarter for instructors of these courses.

Given the primary role in curriculum oversight, Senate representation on the Governing Board is crucial. The Governing Board’s membership is composed of at least three members of the Academic Senate, one undergraduate student, and two ex-officio members from the administration. The faculty from the Academic Senate have voting privileges, and the rest of the membership is nonvoting. The Committee on Committees will appoint the three faculty and designate which of the three members from the Academic Senate is the Board’s Chair. It is highly recommended that at least one of the appointees is a former faculty mentor for an R’Course, and at least one is a former member of either COC or CEP. The Academic Senate will appoint the student representative according to the standard process for student appointments. The two ex-officio members are the Assistant Vice Provost of Undergraduate Education and the Coordinator of Educational Initiatives. The primary role of the ex-officio members is to coordinate resources with the Office of Undergraduate Education. All appointments are for one year with the expectation that the faculty appointments will be renewed for a total term of three years. Additional non-voting staff can be appointed by the VPUE if workload or expertise warrants it.

Official Senate oversight will be provided by the COC and CEP, and to enable this mandate, these committees will receive an annual report from the Governing Board on the status of the program. If concerns arise, the COC will provide feedback. At the completion of the program’s fourth year, the CEP will conduct an internal review with the objective of determining if this program meets the academic standards of the Senate and provides a worthwhile experience to the students. During this initial period, the program should solicit feedback on the quality of the
program from students who take R’Courses, the facilitators, and the mentors. At the time of the review, this information will be provided to the CEP.

Facilitator Proposals

Student proposals should include enough information so that the Governing Board can assess the quality of the course content, its uniqueness relative to other offerings at UCR, and the potential of the student as a facilitator. Student facilitators must maintain at least a 3.0 GPA throughout the three-quarter R’Courses cycle. The course plan in this document includes a syllabus with course and learning objectives, proposed activities, assignments and readings, and the assessment criteria. Students preparing a proposal will be instructed to review the COC General Rules and Policies Governing Courses of Instruction (http://senate.ucr.edu/committee/8/Guidelines%202010-11%20final.pdf), particularly Appendix 1A- Minimum Hours Per Week Per Unit and Appendix 1B, to justify the workload and assigned units.

Each student applicant also must identify a faculty mentor who will assist him/her with developing the course and with training. After reviewing the proposal, the faculty mentor must sign a mentor agreement if they approve the concept and are willing to assist the facilitator by fulfilling the terms outlined in the agreement. The mentor will also be the instructor of record for the courses enrolled in and offered by the facilitator. This activity can be included in the faculty member’s merit and promotion file as an Undergraduate Mentorship experience.

Legal and Ethical Liability

Undergraduates involved in research at UCR are required to sign a waiver/release form on safety issues and the same procedures would be followed for students facilitating A similar procedure will be used with the facilitators in R’Courses. Instruction on ethical conduct and relevant university policy will be incorporated in the Winter training program. Final responsibility for the course resides with the faculty mentor and the university. Clarification and disclaimers regarding these issues will be provided to the students in the course information.

Proposed Credit and Training Structure for R’Courses at UCR

Each R’Course will be designated as a 198 course for independent study in the home department of the faculty mentor. The R’Course proposal will require approval from both the faculty mentor and the Chair of the hosting department. Each department housing an R’Course will need to complete a new course proposal the first time an R’Course is offered (all subsequent offerings of the same course will not require Governing Board approval). These initial 198 courses should be approved as S/NC with variable topics. If for some reason, the Governing Board concludes after reviewing the course that the content is better aligned with another program and a faculty mentor in that program is not available, approvals from the alternative department, the mentor, and the COC are required. These courses will be offered for credit utilizing the S/NC grading system to
matriculated undergraduate students at UCR for 1 unit, consistent with the COC guidelines for
determining unit count. Students will be limited to no more than two R’Courses per year and no
more than eight during their undergraduate careers. R’Courses will count against the campus
limit on S/NC unit accumulation at the time of graduation, as well as any other college or
program limits on S/NC enrollment or credit. Units accumulated through R’Courses cannot
fulfill major requirements.

The facilitators with successful proposals will participate in a regular 190 course with their
faculty mentor to develop the course syllabus and materials (1-4 units, either graded or S/NC as
determined by faculty mentor), as well as five mandatory workshops, each one lasting two hours,
during the Winter quarter to provide core training in instructional techniques, course
development, and course management. An outline of the syllabus for these workshops is in
Appendix 1. At this time, the facilitators should be developing their course content and
consulting on a regular basis with their faculty mentors. Toward the end of the Winter quarter,
each facilitator will be required to rehearse a lesson with the other facilitators during one of the
mandatory workshops. The Governing Board will be responsible for organizing the workshops
and practice sessions and finding workshop instructors. Course development and facilitator
training must be completed with final approval from the Governing Board by the beginning of
week 10 of the Winter quarter. Facilitators will also have the option to enroll in the 190 course
with the same faculty mentor again when they deliver the course during the Spring quarter. One
requirement of the 190 credits/facilitator workshops will be for the facilitator to submit self-
assessments at the end of the Winter and Spring quarters. Facilitators are limited to developing
one R’Course per year.

The faculty mentor will be the instructor of record for both the facilitator’s training 190 and the
198 course associated with the facilitator, and will have final responsibility for the grades issued
for these courses. UCR’s registrar, Bracken Dailey, has assured that there should be no problem
fitting R’Courses into the existing structure after approval of a designated course number by the
Committee on Courses. Funding for this program should be minimal, and the source of this
support will come from Undergraduate Education Awards and/or ASUCR. Initially, we expect
10-15 of these courses will be offered each year.

For the 2014-2015 academic year, the proposed scheduling cycle is outlined below in Table 2.
In 2015-2016, we would continue the same cycle, while adding a call for proposals in the Spring
of 2015, course development and training during Fall, and course delivery during the Winter
quarter of 2016. Given the success and demand of the program (as determined by the R’Course
Governing Board), an additional call for proposals could be added in the Winter of 2016, with
course development and training during Spring, and course delivery during Fall of 2016.
Table 2: R’Courses scheduling cycle.

**Fall Quarter**

<table>
<thead>
<tr>
<th>Week</th>
<th>R’Courses Board</th>
<th>Facilitator</th>
<th>Faculty Mentor</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Publicize program with Scotmail announcements and information sessions.</td>
<td></td>
<td></td>
<td>$25 for Scotmail, $25 in copies for promotional material.</td>
</tr>
<tr>
<td>2</td>
<td>Orientation meeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-8</td>
<td>Prepare proposal and identify faculty mentor. Acquire required approvals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Organize and schedule training workshops for Winter quarter. Meet with the workshop instructors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Complete review and approve facilitator’s proposal.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Deadline to submit proposal to Board.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Process and review proposals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Announce successful proposals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
information to selected facilitators.

Winter Quarter

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>Promote R’Courses offered in Spring quarter.</td>
<td>Promotional materials.</td>
</tr>
<tr>
<td>2</td>
<td>Schedule Spring R’Courses in time for student registration.</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>Offer training workshops</td>
<td>Attend training workshops.</td>
</tr>
<tr>
<td>4-9</td>
<td>Develop course and study instructional techniques.</td>
<td>Schedule periodic meetings with the facilitator. Assist facilitator with course development and instructional techniques.</td>
</tr>
<tr>
<td>7-9</td>
<td>Offer practice sessions.</td>
<td>Attend practice sessions.</td>
</tr>
<tr>
<td>9-10</td>
<td>Review and provide final approval for R’Courses.</td>
<td>Make revisions based on feedback from final review. Compete preparations on course’s iLearn page.</td>
</tr>
<tr>
<td>10</td>
<td>Host certification ceremony.</td>
<td>Submit self-assessment on course preparation to mentor. Attend</td>
</tr>
<tr>
<td></td>
<td>Final preparation for instruction.</td>
<td>Submit facilitator’s grade for 190.</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>Finals</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring Quarter**

<table>
<thead>
<tr>
<th>1-10</th>
<th>Facilitate R’Course.</th>
<th>Periodically meet with the facilitator, and observe instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Solicit feedback from R’Course students, facilitators and mentors. May have meeting with facilitators and mentors.</td>
<td>Submit all course reimbursements. Provide feedback to Governing Board.</td>
</tr>
<tr>
<td>9</td>
<td>Distribute reimbursements.</td>
<td>Provide feedback to Governing Board.</td>
</tr>
<tr>
<td>10</td>
<td>Submit self-assessment on course delivery to mentor.</td>
<td>Expenses associated with course delivery.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Finals** | All student assessments must be submitted to mentor. | Submit facilitator’s grade for 190 (if taken). Submit students’ grades for R’Course 198. |
| **After Spring Quarter** | Meeting to review program and plan next year’s program. |                                      |

**Results from the Pilot R’Courses**
A student-initiated seminar on gardening was offered during the Winter quarter of 2013 at UCR, and nine R’Courses were piloted in Spring of 2014. A summary of these pilot courses is provided in table 2, and a sample proposal/syllabus from one course (Issues in Disney: Race, Gender, and Sexuality) is included in Appendix 3. Feedback received from facilitators, students, and faculty has been very positive overall; representative comments are provided below.

Table 3: Summary of Spring 2014 pilot R’Courses.

<table>
<thead>
<tr>
<th>Course Title</th>
<th># Students</th>
<th>Student Facilitator(s)</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Day/Time</th>
<th>Location</th>
<th>Faculty Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender Transgression and the State</td>
<td>9</td>
<td>Joseph Montoya</td>
<td>WMST190</td>
<td>76W</td>
<td>R/4:10-5:30</td>
<td>INTN 2043</td>
<td>Jane Ward</td>
</tr>
<tr>
<td>Walking Dead and Our Underlying Culture</td>
<td>24</td>
<td>Colette King</td>
<td>ENGL190</td>
<td>28V</td>
<td>W/4:00-6:00</td>
<td>Surge 308</td>
<td>Sherryl Vint</td>
</tr>
<tr>
<td>Issues in Disney: Race, Gender and Sexuality</td>
<td>18</td>
<td>Michael Turcios</td>
<td>ETST190</td>
<td>90C</td>
<td>T/1:10-3:00</td>
<td>INTN 4043</td>
<td>Amalia Cabezas</td>
</tr>
<tr>
<td>Revolution</td>
<td>13</td>
<td>Shreyas Doshi</td>
<td>POSC190</td>
<td>27L</td>
<td>T/4:00-6:00</td>
<td>Watkins 1117</td>
<td>John Laursen</td>
</tr>
<tr>
<td>Business and Politics in U.S. Education</td>
<td>10</td>
<td>Armando Saldana, Rebecca Park</td>
<td>CHFY198i</td>
<td>59C</td>
<td>W/11:10-12</td>
<td>HMNSS 1502</td>
<td>Geoff Cohen</td>
</tr>
<tr>
<td>We are Powerful 001</td>
<td>9</td>
<td>Kareem Aref, Christopher Sanchez</td>
<td>SOC 190</td>
<td>84C</td>
<td>WF/11:10-12:00</td>
<td>ASUCR Senate</td>
<td>Christopher Chase-Dunn</td>
</tr>
<tr>
<td>Indie Cinema and Aesthetic</td>
<td>7</td>
<td>Geneveive Newman</td>
<td>MCS 190</td>
<td>41H</td>
<td>M/2:30-4:30</td>
<td>INTS 3154</td>
<td>Keith Harris</td>
</tr>
<tr>
<td>Urban Garden Seminar: Implications of</td>
<td>15</td>
<td>Nancy Ocon, Natalie Soto, Pavan Rami,</td>
<td>WMST190</td>
<td>83H</td>
<td>R/11:10-2:00</td>
<td>INTN 2043</td>
<td>Tamara Ho</td>
</tr>
<tr>
<td>our Food System</td>
<td>Logic and Creativity</td>
<td>Logic and Creativity</td>
<td>Logic and Creativity</td>
<td>Logic and Creativity</td>
<td>Logic and Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Porsche White</td>
<td>Michael Graham</td>
<td>PHIL 190</td>
<td>09W</td>
<td>MW/2:10-3:00</td>
<td>Philosophy Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Larry Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>111 students enrolled</td>
<td>14 facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments from student facilitators:

“The opportunity to share and create ideas with fellow students is quite special. Discussion is the most fruitful mode of creating ideas with other students.”

“I think the students’ eagerness and interest to learn about the subject was the biggest strengths of the class. I also think the syllabus was what really helped the class throughout the quarter because in each class I already knew what we had planned and so did the students.”

“My faculty mentor helped me a lot with the foundation of the class and how it should be structured. I believe this is what really helped the class to be taken seriously by the students and helped the class run smoothly throughout the quarter.”

“The discussion style seminar is best to come up collaboratively with ideas.”

Advice for future facilitators: “Don’t try to be a professor, you are a facilitator of discussion . . . we are all learning from each other as undergraduates at UCR.”

Comments from student participants:

“I really enjoyed the course and I think these courses allow students to take classes on subject matter that they're actually interested in.” (From Business and Politics)

“The student instructor was helpful, and genuinely interested in teaching this course.” (Walking Dead)

“Students who have similar other course requirements are instructing students get the chance to grow and become real intellectuals.” (Disney)

“It was accessible and I felt encourages to be open and share my ideas because the facilitator is an undergrad student like me.” (Gender Transgression)

“Really interesting (therefore motivating) material for the class.” (Indie Cinema)
Overall Pilot Evaluation:

Staff from Undergraduate Education visited each of the 9 R’Courses during the last week of each course to conduct surveys (with 81 respondents). The governing board met at the end of the semester to debrief, hear from a student facilitator, and discuss some of the results from the surveys and SIS data. The following points highlight the conversation in this meeting.

Successes:

- Student interest and participation (111 students enrolled in 9 courses)
- Strong proposals with clear objectives and activities made stronger with affirming and critical feedback from the governing board (majority of participants could articulate course objectives)
- Diversity of participants (2.87 cumulative GPA; 95% non-honors participation)
- Some good models for faculty mentoring (meeting weekly or regular email communication)
- Facilitator workshops incorporating discussion strategies, readings on democratic education, writing prompt and rubric training, etc.
- Positive course evaluations (students felt the syllabus and objectives were clear)

Challenges:

- Grading Basis: Of the 111 students, 69 S/NC (62%), 41 had no grade type specified (37%), 1 letter grade (1%)
- Registration Process: Not streamlined—some able to register online, some had to email the advisors
- Weight on Facilitators: Facilitators poured a great deal of academic time and energy into the courses with no additional units given
- Student Participation: In some cases, student participants did not prioritize the course work (because it was S/NC, because it was 1 or 2 units, or because it was a fellow student)
- Faculty/department involvement: Variable—in some cases there was great collaboration, in others the expectations were unclear
- Number of units: Unclear whether courses could/should be 1 or 2 units
- Attendance at Facilitator workshops: Most facilitators attended at least one and followed up on the information if they could not attend. But since they were scheduled late, there were many class conflicts.

**Recommendations:**

- Create a new course number to differentiate from the 190 series AND/OR . . .
- Clarify registration process: require students to go through department advisors for registration and to sign a waiver allowing the advisor to change their grading basis to S/NC
- Orientation for faculty and advisors
- Hold mandatory information session before each course in which the registration/grading policies are clarified with students
- Facilitator training course
- Clarify expectations with departments and faculty regarding regular meetings
- Impose a maximum number of R’Course units students can take
- Clarify the annual R’Course cycle (see Table 2 for the full proposed cycle)
Appendix 1: Sample Syllabus for Training Workshop

Democratic Pedagogy: Developing R’Courses

Winter 2015

Location and Time TBA

COURSE DESCRIPTION

This course is designed to support the R’Courses process of student-facilitated learning by providing a space for student facilitators to discuss pedagogical theory and practice, and to prepare meaningful resources and discussions. Throughout the quarter, we will examine the ways in which we can be create significant learning experiences for ourselves and for other student learners. We will:

- Critically analyze both historical and contemporary pedagogical theory and practice
- Define and clarify the role of the effective facilitator
- Learn how to create successful educational experiences through innovative course design and for diverse learners

As we explore different pedagogical concepts and learning models, we will begin to formulate what, to us, constitute exceptional teaching and learning experiences. Throughout the quarter, you will experiment with the design and implementation of different educational experiences. Within this process, you will also have the opportunity to practice your facilitation skills and receive supportive and honest feedback from other members of the course.

LEARNING OBJECTIVES

At the end of the term, participants will:

Develop Significant Learning Experiences for Undergraduates

- by creating a course syllabus and accompanying lesson plans that effectively meet the needs of a diverse group of students with different learning styles and life experiences
- by utilizing course assessment tools to facilitate reflection on how to improve teaching and/or course design
- by receiving and providing supportive, constructive, and sometimes challenging feedback
- by growing and practicing flexible and dynamic facilitation skills to navigate, observe, and attend to often complex group dynamics within a university classroom.
Develop a Teaching Portfolio

- by highlighting and documenting course development and professional development
- by preparing a dossier of materials for future professional and intellectual use.

READING AND RECOMMENDED TEXTS

This course will include selections from the following texts (available on iLearn):


CONTACT INFORMATION

Course facilitator: TBA

Facilitator office:

Facilitator phone and email:

Facilitator office hours: TBA

The facilitator will coordinate closely with the faculty mentors for each course, and these workshops are a key component of earning the 1 unit of credit offered through a 190 course in the sponsoring department. Please feel free to email or call to make an appointment to meet.

EXPLANATION OF CLASS PARTICIPATION

(EXCERPT FROM PRESKILL AND BROOKFIELD’S, *DISCUSSION AS A WAY OF TEACHING*)

Participating in discussion does not necessarily mean talking a lot or showing off what you know or what you have studied. Good discussion participation involves people trying to build on and synthesize comments from others, and showing appreciation for others’ contributions. It also involves inviting others to say more about what they are thinking. Some of the most helpful things you can do are call for a quiet interlude, bring a new resource to the classroom, or post an observation online. So there are multiple ways quieter learners can participate. Active listening will be foundational for engaged teaching and learning.
Below are some specific behavioral examples of good participation in discussion:

- Ask a question or make a comment that shows you are interested in what another person says.
- Ask a question or make a comment that encourages another person to elaborate on something they have already said.
- Bring in a resource (a reading, web link, video) not covered in the syllabus but adds new information/perspectives to our learning.
- Make a comment that underscores the link between two people's contributions & make this link explicit in your comment.
- Use body language (in only a slightly exaggerated way) to show interest in what different speakers are saying.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts – this can be done online.
- When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others time to think.
- Make a comment that at least partly paraphrases a point someone has already made.
- Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion (online if you like).
- Ask a cause and effect question - for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to express gratitude/appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped you understand something better. Again this can be done online if this suits you better.

**COURSE COMPONENTS, ASSESSMENT IN THE COURSE, AND GRADING**

All written materials and the Seminar Presentation will receive qualitative written feedback. The course facilitator will provide an evaluation to the instructor of record for the 190 in which each student facilitator is enrolled, detailing the student facilitator’s completion of the required elements. To offer the R’Course in the Spring, students must successfully complete all FIVE components of the course listed below:

1. Attend all 5 workshops.
2. Turn in all written assignments (Syllabus components, Reflections, Course Evaluations and Assessments).
3. Complete one classroom observation.
4. Deliver one pilot lesson.
5. Submit the Final Course Portfolio, which includes:
• Assessments (Course Intake Form, Mid-semester and Final Evaluations)
• Final syllabus with Course Plan Calendar
• Lesson plans
• Reflections
• CV or Teaching Resume (highly recommended for those seeking teaching jobs or applying to graduate school, but optional)

LATE ASSIGNMENTS

Generally, late assignments will not be accepted. All written assignments are to be turned in via email, iLearn, or in person by the specified due date (normally before class begins on Wednesdays). If you have a problem turning in an assignment on time, please contact me immediately.

WINTER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Workshop Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Democratic Education</td>
</tr>
<tr>
<td></td>
<td>Classroom Culture and Diverse Learning Styles</td>
</tr>
<tr>
<td>Week 3</td>
<td>Inclusive Education</td>
</tr>
<tr>
<td></td>
<td>HR, logistics, and training—diversity, mental health, etc.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Course Design and Objectives</td>
</tr>
<tr>
<td></td>
<td>Assessment, Prompts, and Writing</td>
</tr>
<tr>
<td>Week 7</td>
<td>Lesson Planning</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions</td>
</tr>
<tr>
<td></td>
<td>(Classroom Observation and Reflection)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Pilot Lessons</td>
</tr>
<tr>
<td></td>
<td>Evaluation</td>
</tr>
</tbody>
</table>
Appendix 2: Sample Proposal and Syllabus from Spring 2014

R'Course Proposal Form
Proposals are due on Friday, March 14, 2014 by email to nancy.kameya@ucr.edu.

The course proposal form must be completed jointly by the student facilitator(s) and instructor(s) of record. The department is responsible for the academic quality of the course, assigning the course title and number (e.g., 190 Independent Study), and providing necessary resources (e.g., classroom space). The instructor of record is responsible for assigning students' grades at the end of the quarter. To prepare your R'Course proposal, please review the provided checklists for student facilitator, faculty, and department chair.

Please answer all questions (1-6) on the form, and please note that a well-written syllabus should address the first four questions. The worksheet to determine unit value is enclosed in this application packet.

Submission Instructions: The sponsoring department should keep the original signed form and provide a copy to the student facilitator(s), instructor(s) of record, and the Office of Undergraduate Education (email to nancy.kameya@ucr.edu).

All fields must be completed.

<table>
<thead>
<tr>
<th>Date Submitted:</th>
<th>March 14, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term to be offered:</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Campus department:</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Course Title:</td>
<td>issues in Disney: Race, Gender, and Sexuality</td>
</tr>
<tr>
<td>Number of Units (1 to 2):</td>
<td>2 Units</td>
</tr>
<tr>
<td>Student Facilitator Name(s):</td>
<td>Michael Turclos</td>
</tr>
<tr>
<td>Student Facilitator Email Address(es):</td>
<td><a href="mailto:michael.turclos@email.ucr.edu">michael.turclos@email.ucr.edu</a></td>
</tr>
<tr>
<td>Instructor of Record [Faculty Member]:</td>
<td>Dr. Amalia Cabezas</td>
</tr>
<tr>
<td>Instructor of Record Email Address:</td>
<td><a href="mailto:amalia.cabezas@ucr.edu">amalia.cabezas@ucr.edu</a></td>
</tr>
</tbody>
</table>
Please answer the following six questions and indicate the page number where the answers can be found in your syllabus (don’t forget to attach a copy of your syllabus).

1. What is the nature of the subject matter or content of the course? Include a weekly schedule that shows topics, readings and assignments for each week.

2. What are the key learning objectives (i.e., what do you hope students will learn by participating in and completing the course)?

3. What are the methods of instruction (e.g., lecture, discussion, collaborative learning, etc.)?

4. How will student performance be evaluated? What will students be required to do to pass the class, and how much weight will each requirement have toward the final grade?

5. How will the instructor of record supervise the student course facilitator(s)?

6. Has the student facilitator consulted with the appropriate department staff person to verify any required department procedures or necessary resources?

Signatures: My signature below acknowledges my responsibility for this course.

<table>
<thead>
<tr>
<th>STUDENT COURSE FACILITATOR(S)</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/10/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTRUCTOR(S) OF RECORD</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amelia L. Caboza</td>
<td>3/10/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPARTMENT CHAIR</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3/10/14</td>
</tr>
</tbody>
</table>
R'Course Proposal Questions and Reflection

1. The course is designed to educate students of the issues with race, gender, and sexuality in Disney films. The course has been structured in three categories (please refer to page 4 of syllabus for weekly schedule): race gender, and sexuality. Students will read secondary texts that will complement the material for the week. For instance, Week 2 is based on the erasure of historical narratives and sanitization of historical accounts, and in order to comprehend that topic, students will read an article that addresses the Disney film The Princess and the Frog. Selected clips from that film and Song of the South will be screened and students will make a connection between the readings and the visual material. Furthermore, the student facilitator will lecture during the first 30 minute of the course—to provide a foundational background—and introduce theories and other related subjects.

2. Because watching a Disney film has become a passive visual experience, some spectators do not see the large picture of the issues presented by Disney. For this course, I would like students to identify key concepts such as race, gender, and sexuality and relate them to the course material. In addition, the students should be able to articulate the terms and grasp an understanding of them. This will become evident when they apply such terms—and various others that will be introduced throughout the quarter—in their weekly discussions and response papers. In addition, I aim for students to develop critical thinking skills by honing their skill in applying theoretical material to other cultural texts. For instance, at the conclusion of the course, students should be able to apply their critical thinking skills by corroborating their analysis with scholarship and other material that would supplement their arguments. In order to successfully apply critical thinking skills, students should be able to thoroughly analyze academic scholarship, visual texts, and other academic material. Finally, students will learn why it is important to study race, gender, and sexuality in Disney films. One of the primary reasons is because marginal cultures may not identity with the cultural works produced by dominant systems, thus it is important to explore why such works may negatively influence stereotypes and form of prejudices. (The course objectives are located on page 1 of the syllabus under Course Objectives).

3. Since R'Course is student-lead, I have designed the seminar as a democratic learning style. The method of instruction will be in the form of a seminar because students will have valuable input in their education (refer to page 1 of Syllabus under Course Description). In order for this method of instructor to function, one of the required assignments asks for students to select a week that interests them to cover the topic, and pose two discussion questions (refer to page 2 of syllabus under Required Assignments). By having students produce two questions, they are being afforded with the opportunity to lead the seminar and take charge of their discussions. In the first few minutes of the course, the student facilitator will briefly lecture in order to provide some background on the material, introduce theoretical material, and also set-up the discussion if necessary. However, the seminar style will allow students to lead their own discussions and ensure they are successful at compromising and leading a healthy dialogue that is academically enriching.

4. The success of students in the seminar will be evaluated by their overall accumulation of points. The grading system consists of earning points for their on-time assignments. Students
who are on time will receive a point per week, leading to 10 possible points for the quarter. Discussion questions will be 10 points total for the week they present their questions to the class and lead a successful seminar. Weekly one page double-spaced reflections are worth 10 points each; based on the quality of their responses, they may earn a maximum of 10 points for the assignment. And finally, a final three page paper will worth a possible 100 points. (The grading basis is available on page 3 and the assignments are located on Page 2).

5. Student facilitator will meet with Instructor of Record periodically and discuss points to evaluate the course as it progresses over the quarter. Student facilitator has created a Weekly Evaluation form that will be submitted at the end of the week to the Instructor of record as a tool of keeping a written record of the course progress. (Please refer to attached document entitled Weekly Evaluation Form). Student facilitator will also meet with the R'Course board to further discuss additional support, improvements for the program, and among many other forms of feedback. The Weekly Evaluation Form will allow Student Facilitator and Instructor of Record to target areas for improvement based on the reflections, and monitor how students are engaging with the content. For support and evaluation, there will be instances in which the Instructor of Record will observe the course and provide feedback and resources to improve method of instruction. In addition, Student Facilitator has created a Final Course Evaluation that will be of great use in evaluating supervision and the quality of the course. Furthermore, the Final Course Evaluation will allow the R'Course board to consider a few things based on the feedback provided by students. (Please refer to attached document entitled Student Final Course Evaluation).

6. Student facilitator has consulted with appropriate staff in order to ensure support for the course being offered in the Spring 2014. If additional needs are required, student facilitator can immediately identify the individuals who will provide that support such as Dr. Amalia Cabezas and Dr. Dylan Rodriguez, and communicate concerns to them. In addition, the R'Course board will extend necessary and appropriate support. Most of the resources are reading materials, and those are available on the Dropbox site for the course.
**Worksheet to Calculate Workload and Resultant Unit Value**

<table>
<thead>
<tr>
<th>Department:</th>
<th>Ethnic Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Issues in Disney: Race, Gender, and Sexuality</td>
</tr>
<tr>
<td>Student Facilitator Name(s):</td>
<td>Michael Turcios</td>
</tr>
</tbody>
</table>

The requirement of the University of California for determining the unit value of a course is that one unit equals 3 hours of work per week (1 hour of in-class time, 2 hours of outside preparation for students), or about 30 total hours over a 10-week quarter. This work includes time spent in class as well as time spent doing work outside of class.

The worksheet below is intended to aid the student facilitator and instructor of record in developing the course and determining its workload and unit value. Since group study courses can take more than one form, all of the categories below may not be relevant to every course. Requirements should be reflected in the syllabus.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class time</td>
<td>20</td>
</tr>
<tr>
<td>Reading</td>
<td>20</td>
</tr>
<tr>
<td>Writing papers</td>
<td>20</td>
</tr>
<tr>
<td>Research/study</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>60</td>
</tr>
</tbody>
</table>

3 hours = 1 unit
6 hours = 2 units

Unit Value: 2 Units

This form is not required by the Academic Senate but may be required by departments.
Ethnic Studies 190:
Issues in Disney: Race, Gender, and Sexuality

Facilitator: Michael Turcios
Email: michael.turcios@email.ucr.edu
Seminar Time: Tuesdays, 1 p.m. – 3 p.m.
Office Hours: by appointment
Seminar Location: Ethnic Studies Department Seminar Room
Instructor of Record: Dr. Amalia Cabezas

Course Description:
This seminar investigates the problematic characteristics in Disney films by analytically examining how the intersectionalities of race, gender, and sexuality are portrayed in those popular cultural works. To thoroughly comprehend the effects of Disney on consumers and spectators, this course will analyze Disney films as a source of misrepresentations that functions to create its own sanitized culture and fragmented historical accounts. Supported by theoretical material in the fields of race, gender, and sexuality, this seminar will employ an array of theories, secondary texts, and visual material to produce thought-provoking questions that will expose the lack of racial diversity, gender inequality, and differences of sexuality in Disney films. By analyzing Disney cultural productions, the course will examine the historical issues of the aforementioned intersectionalities in relation to the identification processes of spectators (particularly that of children of color).

This seminar meets weekly for two hours. The course is designed in the style of democratic learning—meaning that all students are active participants by leading discussions and shaping the structure of the week. Students will be afforded the opportunity to initiate discussion for the week by proposing questions to the class. In the first 30 minute of the seminar, the facilitator will lecture on theoretical material complementing the topic for the week. In addition, the scholarship conducted by other scholars well-known in their respective fields will be included in the lecture in the first half-hour of the course. The rest of the time will be seminar style in which students are expected to contribute as part of their Attendance and Participation grade, and lead the discussion based on the assigned reading and screened material for the week.

Course Objectives:
• Throughout the duration of the seminar, students will identify key concepts (e.g. race, gender, and sexuality) related to the course material and readings, and critically apply the terms to weekly discussions and response papers.
• Students will apply critical thinking skills to analyze race, gender and sexuality inequality in Disney cultural works by providing examples corroborated with academic scholarship.
• By the conclusion of the course, students will have developed analytical strategies to analyze visual texts, readings, and apply learned theoretical material to content outside the course.
• Students will articulate the importance of analyzing race, gender, and sexuality in Disney productions and their effects on marginal cultures: migrants, children, non-heteronormative identities, and people of color.

It will become evident that students will have acquired the course objectives by incorporating learned material into the discussions and supporting their 1 page responses—and final paper—
with the content explored in the course. Throughout the progression of the quarter, students will develop a rhetoric appropriate to the field of Ethnic Studies.

**Reading Material:**
All texts are available as PDF files on the Dropbox link provided via email: https://www.dropbox.com/sh/ddkikfnqg4x4ddw/sW1mp7hS29. In order to successfully participate in the seminar and engage in stimulating dialogues, students are responsible for reading assigned material for the week before coming to class. In addition, for those interested in developing their analytical skills and enhancing their knowledge, supplementary suggested reading material is provided on Dropbox. It is important for students to familiarize themselves with the reading and engage with the material as it will significantly correspond to the topic of the week, and therefore become crucial for answering the prompt question for the weekly responses (see assignment section for additional information). For assigned reading materials, please refer to the weekly course schedule.

**Visual Material:**
Selected visual *extraits* will be screened during the seminar in order to supplement the discussion pertinent to our study for the week. In order to comprehend the context in which the clips are presented, students should have familiarized themselves with the reading assignment. Basing a discussion on the visual material and failing to incorporate the assigned reading will disrupt the flow of the seminar and produce responses that are unsupported by scholarship. Screened visual material may include documentary clips and Disney animated scenes that directly support the topic for the week.

**Required Assignments:**

**Weekly Response Paper:** Students must submit a one-page, double spaced, response paper with proper page citations from the reading, responding to the prompt for the week (refer to course schedule for prompt). Material discussed in the seminar may be incorporated, provided that students appropriately credit source(s). The quality of the work will be graded on a scale of 1 - 10. Please refer to weekly course schedule for dates of submission.

**Discussion Questions:** Students will select a week from the course schedule from which they will produce two well-thought out questions that are open-ended and present them to the class in order to generate the discussion for the week. This is an opportunity for students to bring into discussion any questions not raised in the reading, introduce additional scholarship not yet explored, or resort to other creative forms of stimulating a discussion that engages all students. Discussion questions may address any content, provided that they are appropriate for scholarly discussion.

**Final Paper:** As the final project for the seminar, students will submit a three page, double-spaced paper that follows the MLA format. Students will need to support their findings with the material employed in the seminar and answer one of the following prompts below. Final paper is scheduled for submission on June 3rd, at the last meeting of the seminar. Student will thoroughly answer one of the following prompts:
1. Based on the material learned in class, how is Disney transforming the representations of race, gender and sexuality in its contemporary animated features? Are these representations obscured from public view?

2. What other Disney alternatives are available as pedagogical tools? Are those cultural productions conflicted when it comes to representing race, gender, and sexuality?

3. How can one propose to change the Disney model of race, gender, and sexuality? What methods would need to be considered, and what would be the potential complications resulting from such changes?

**Grading Basis:**
The final grade for this course will be based on a point system that will allow students to monitor their progress throughout the quarter. Please consult with Facilitator in order to discuss progress in the course. Grades and scores will not be sent via email.

Attendance and Active Participation: 1 point per week = 10 points total.
Discussion Questions: 10 points for assigned week = 10 points total.
Weekly 1 Page Reflections (8): 10 possible points per response= 80 possible points total.
Final Paper: 100 possible points= 100 possible points total.

Total possible points: 200

**Course Policies**
- This is a seminar style course. Please read the assigned material before arriving to the seminar and actively engage in discussion.
- Unprepared students should not attend the seminar if they have not read material and/or are not prepared to engage in active participation.
- Electronics are permitted provided that the apparatus is for the sole use of seminar purposes such as: assessing the reading material and referring to response paper from the previous week.
- Arriving to the seminar more than 15 minutes late will earn the student a .5 out of 1 point in the Attendance and Participation grade for the week. An absence does not earn a student the point for the week. Please be aware that this seminar meets weekly, more than two absences will affect the final course grade.
- Absences can only be excused under certain critical circumstances, which will require verifiable documentation.
- Please do not bring guests to the seminar; only those enrolled are allowed to attend.
- Verify your UCR-issued email accounts before coming to the seminar for important updates and announcements.
- Late work will not be accepted. No work via email is to be sent to facilitator. I will not send scores/grades via email. Please set-up an appointment to meet with me.
- I reserve the right to modify material for the week under reasonable circumstances. Students will be notified of changes in advance.
University Policies

- Develop your own original work in the discussion and properly cite scholars in MLA format when employing their works and ideas. Acquaint yourself with the UCR policy on academic dishonesty, plagiarism, and cheating: http://www.conduct.ucr.edu/LearnPolicies/Pages/AcademicIntegrity.aspx.
- Students who require special services should communicate with course facilitator in order to make appropriate accommodations ahead of time.

Course Schedule:

Week 1 (April 1st): Introduction to Seminar and Disney’s Pedagogy
Reading: Bell, Haas, and Sells’ “Introduction: Walt’s in the Movies” in From Mouse to Mermaid: The Politics of Film, Gender, and Culture.
Clips: “Mickey Mouse Monopoly: Disney, Childhood & Corporate Power” and “How TV Affects the Brains of Young Children”
Assignment: 1 double-page response due next week: How can theories of race, gender, and sexuality support the fact that film and television affect marginal groups?

Week 2 (April 8th): Sanitizing History and Effacing Historical Narratives
Clips: Harve Foster and Wilfred Jackson’s Song of the South (1946), Ron Clements and John Musker’s The Princess and the Frog (2009) and “Texas Rewriting History in School Curriculum”
Assignment: 1 double-page response due next week: Provide an example of a film that problematizes the rewriting/sanitizing of history. Highlight two examples in your film selection that supports your statement.

Week 3 (April 15th): Race, Capitalism, and Consumption
Clips: “Mickey Mouse Goes to Haiti”
Assignment: 1 double-page response due next week: Reflect on Disney’s capitalist ventures and their effects on racial minorities in the United States and in Third World nations.

Week 4 (April 22nd): Children of Color React to Disney
Clips: Rob Minkoff and Roger Aller’s The Lion King (1994), “Inside the AC360 Doll Study,” and “Subconscious Racial Bias in Children”
Assignment: 1 double-page response due next week: How do the misrepresentations of race in Disney films affect children’s communication in relation to other races? Provide at least two concrete examples.

Week 5 (April 29th): Construction of Masculinity in Animation
Clips: Kirk Wise and Gary Trousdale’s Beauty and the Beast (1991) and “Tough Guise: Violence, Media & the Crisis in Masculinity”
Assignment: 1 double-page response due next week: Are the dynamics of masculinity construction in Disney films pressuring young boys and girls to conform to societal expectations of masculine behavior?

Week 6 (May 6th): Feminist Voices
Reading: Laura Sell’s “Where do the Mermaids Stand?: Voice and Body in The Little Mermaid” in From Mouse to Mermaid: The Politics of Film, Gender, and Culture.
Clips: Ron Clements and John Musker’s The Little Mermaid (1989) and “Disney Cartoons and Gender Representations”
Assignment: 1 double-page response due next week: Despite the new wave of Disney films “empowering” women, why is there a continued lack of feminist discourse?

Week 7 (May 13th): Race and Gender Beyond Disney
Reading: Madison, D. Soyini. “Pretty Woman Through the Triple Lens of Black Feminist Spectatorship” in From Mouse to Mermaid: The Politics of Film, Gender, and Culture.
Assignment: 1 double-page response due next week: Is there a non-Disney film that follows the Disney model that misrepresents racial minorities and their performed gender roles?

Week 8 (May 20th): Hidden Sexualities
Clips: Selected scenes from Aladdin, The Lion King, and The Little Mermaid
Assignment: 1 double-page response due next week: Is Disney conflicted with its support for the gay community? Consider its implicit support on LGBTQ and their subversion of the topic.

Week 9 (May 27th): Intersectionalities of Race, Gender, and Sexuality (Students Selection)
Reading: Students recommend and select reading
Clips: Students recommend screening material
Assignment: Students continue working on their final paper due at the beginning of the seminar week 10 (June 3rd).

Week 10 (June 3rd): Post-Disney Cultural Alternatives
Reading: In lieu of reading, work on paper due today.
Clips: Guest speaker on The Guardian Princess
Course conclusion discussion on Disney and learned content.
**Weekly Evaluation Form**
*Form to be completed by Facilitator and utilized as an assessment tool for Instructor of Record and R'Course Board.*

Facilitator: 
Course Title: 
Week and Topic: 

<table>
<thead>
<tr>
<th>Course Observations:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students receptive to content, participation in seminar, time management, course content, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflections:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor strengths and target areas for improvement by next session.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Comments: 

<table>
<thead>
<tr>
<th>Other Comments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Addendum

A. My interest in teaching the Disney course is inspired by the fact that I am working on a senior thesis, mentored by Dr. Amalia Cabezas, in which I examine Disneyland in Anaheim, California as being synonymous with America. This relationship between the theme park and America is grounded by the fact that Disneyland constructs its own border and commodifies culture. As a result of this research (which launched in the Spring of 2013), I have read a substantial amount of articles that touch on the main topics of the course: Race, Gender, and Sexuality.

B. Attached to this application is my curriculum vitae. I have presented at numerous conferences and presented various projects. I hope the committee takes into consideration my presentations and hope it demonstrates that I have diversified my areas of interests and that my competencies in public speaking will allows me to teach a group of individuals.

C. My interests in offering this course lies on the fact that Disney needs to be challenged for its misrepresentations, but I also seek to teach because this is an opportunity for me to develop my teaching skills since I will be furthering my education in graduate school in the Fall of 2014. I would like to begin finding my own teaching format and find a balance between lecture and seminar.

D. For the past two years (Winter quarters 2013 and 2014), I have served as a co-instructor for a seminar with Housing, Dining, and Residential Services. In the Leadership Seminar, I taught candidates (for those in the process of becoming Student Staff members) theories and other important material. Others tasks included assigning homework, leading discussions, grading assignments, and evaluating each candidate at the end of the seminar. My experiences can assist the R’Course program, and I can provide valuable feedback to strengthen the launch of the official program next academic year. If you would like to further inquire about my facilitation skills, I have designated Elizabeth Hagen, Resident Director, as a reference to speak on my behalf: elizabeth.hagen@ucr.edu

Reviewed by Executive Council:  
April 14, 2014  
October 7, 2014  
November 17, 2014